HISTORY

BY THE

TOPICAL METHOD.

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HISTORY

BY

THE TOPICAL METHOD.

A HAND--BOOK,

BY

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PREFACE.

This series of topics and classifications has been arranged with reference to the natural method of historical study. They were originally prepared for the use of classes in Guilford College. Satisfactory results from their use in this institution have encouraged the author in the hope that they may prove helpful to teachers and students in other schools and also to private students of history. The publication of the work has not been suggested by any feeling that there is need of other text books on the subject of history, but rather by a desire to assist the student in finding his way among the rich and well-designed volumes already published. The principles that have governed in the selection and division of subjects are set forth in the following introductory chapters:

Nothing in the past is dead to the man who would learn how the present came to be what it is.—Stubbs.

INTRODUCTION.

CHAPTER I.

Definition, The Value of Historical Study, Relations of History to Geography.

The term history does not mean simply an accumulation of facts and dates arranged in a chronological order. Every event in history is the effect of a cause or of causes. King John of England signed the Magna Charta. This was an event; the growing power of the united barons being the cause. The Civil War in our country was an event; slavery was a cause. The rapid settlement of California was an event; the gold found in her sand was a cause.

There are certain influences or principles to which the motives, impulses, and doings of man may be traced. Out of the period of barbarism that followed the overthrow of the Roman Empire in the West sprang the feudal system. An explanation of this is found in the spirit of individualism so marked in the invading Teuton, who settled in Southwestern Europe. The religious persecutions of Massachusetts were but a natural product of the idea of the connection between Church and State brought over by the founders of the Massachusetts Bay Colony. The colonists of Pennsylvania lived in friendly relations with the savage Indians, a result of the principles of peace taught by the founder of the Quaker colony.

The study of history, then implies the study of these events and these causes in their relations to one another and to these influences and principles as first or indirect causes. History thus defined may justly claim a prominent place in the curriculum of study.

While history has its value with other branches of study as a means of general culture, it also has specific value of a practical character.

First. It has value as a collateral aid to the study of other subjects. The understanding of a subject is very much improved by a knowledge of its history (and there are few subjects of study but have more or less of a history).

By the study of English grammar we may learn much about the correct use and meaning of our language; but to thoroughly understand its nature, etymology, and structure one must know its history. Give the student of natural philosophy access to a steam-engine; let him examine it in whole and by parts; and let him watch and study its movements. In this way he may obtain a general idea of its parts and structure. Now let him study the history of the discoveries and inventions by which part after part was added to Newcomen's rude contrivance, making the complete engine of to-day, and his comprehension and appreciation of it are very much improved. In studying a system of national government, the student finds material aid in the history of the different elements and principles as they came together and adjusted themselves into a system of organic law. Through the study of the sacred text (which is largely historical) one may obtain a fair knowledge of the principles of Christianity; but if he would know the civilizing influence of these vital principles upon man in his social and national institutions, he must study the history of civilization in those nations where Christianity has been accepted. Thus it is with the sciences of astronomy, chemistry, sociology, and most subjects of study. They are better understood when their history is known.

Second. History furnishes a great store of valuable experience. It is said that each generation starts off of the shoulders of the one that precedes it. This is no less true in point of experience than in other respects. The counsels of the aged are held in regard because of the experience upon which they are based. To the careful student history brings in its counsels the accumulated experiences of ages. Take away this experience (or neglect to have a knowledge of it) and society is adrift upon a sea without a chart. Man would thus be left mainly to the momentary impressions made upon him by external objects—left to repeat the mistakes of the past, and be controlled by wrong notions of society and untried systems of government. All wise action is more or less influenced by the lessons of history.

Third. The study of history has an influence upon character. One has said, "To find moral truth we must study man in action." Study the history of a nation, mark its different stages of civilization, note the different agencies in their influences upon the ideas and customs of society and institutions of government, and it is a very unthinking student who will not gather some valuable lessons and have a better appreciation of the moral forces as agencies of freedom and humanity. Study the comparative stabilities of nations existing under different states of morals, ideas of religion, and standards of intelligence. Compare France, at the execution of Louis XVI, with England at the beheading of Charles I, and one cannot fail to see the force of sound moral discipline, the influence of intelligent notions of Christianity, coupled with a spirit of obedience to law.

The department of history most fruitful in its influences upon character is *biography.* Here the student is brought more into the association of the individuals, where he may know something of the impulses and motives of the actor, and study to better advantage the elements of true character. Studying the lives of the good and great is like living among hem. Study the life of George Fox, John Wesley, or John

Knox. Learn what were their early tendencies, what the nature of their education and early associations, the kind and extent of their labors, the opposition with which they had to contend and their success in over coming it, together with their leading motives, characteristics, and the secret of their power; and the student will not only acquire better notions of the elements of strength and success, but he will learn to value the character of the man and have desires to imitate it. Let a boy read the history of Peter the Great, and to him labor becomes more honorable; the life of John Howard, and the work done for the unfortunate becomes more noble ; the political career of William of Orange, Charles Sumner or Richard Cobden. and "right becomes might;" the mercantile life of A. T. Stewart, and "honesty is the best policy;" the lives of the reformers, and Christianity becomes to him the basis of true courage.

Fourth. Prevision. In so far as history is a science we may claim for it the common scientific test—prevision. Other sciences may have less of the element of uncertainty than history, yet there are historical causes, and historical events the results of these causes. Looking into the relations of these causes and effects, the student discovers certain general, though fixed, principles which bear a very close relation to them. Not only so, but he may learn the nature and tendencies of these principles. Aristocracy and democracy are two principles adverse in their natures. Who can trace the origin and growth of the English House of Commons and not foresee the ultimate triumph of the people's rule? The historical student of the seventeenth century read lessons prophetic, as he saw the principles of freedom shaping the sentiments of the American colonists. It was a knowledge of these lessons that gave hope and courage to the colonists as they struggled with disease, unprincipled agents, savage Indians, and finally with the armed forces of Great Britain. It was this prevision obtained through a knowledge of history, together with a love for freedom, that nerved the arms of Adams,

Washington, and Jefferson. It was these that emboldened Patrick Henry to say, "We are not weak."—"There is a just God that rules over the destinies of nations."

Granted that history may claim an important place among the branches taught in our schools, two questions remain to claim our attention. 1. What parts of history should be taught? 2. What shall be the methods of teaching history?

In our attempts to answer these questions we are met by a third question, *What are the relations of history and geography*, and to what extent should these relations be regarded in deciding both upon the subject-matter of history to be taught and the method of teaching?

As the mental and moral powers are very largely influenced by the physical powers, so the characteristics and industries of a people are determined in a large degree by the physical features of the country in which they live. Study a good physical map of the United States. Notice the mountains, plains, lakes, rivers, soil, and the mineral and lumber resources; also notice the coast line and variety of climate. Now we may understand why American slavery was peculiarly a Southern institution, why New England was a manufacturing country, why our chief railroad lines run east and west instead of north and south, why New York, Chicago, St. Louis, and New Orleans are great commercial centres. Long before the days of Washington and Jefferson the history of the nation was in part written in the physical features of the continent. The relations of geography and history are such that they should be taught in a certain measure conjointly —especially is this of advantage in the primary lessons. An acquaintance with the geography of a place makes the history of the events more interesting and more easily retained in the mind of the student. Also a knowledge of the history of a section of country adds interest to the study of its geography.

CHAPTER II.

THE PARTS OF HISTORY TO BE TAUGHT.

Since the answer to this question must be determined in a measure by the opportunities and special needs of the pupils, what is said here will be said mainly with reference to the subject-matter which belongs to the lower-grade work.

1. *The First Lessons in History.*

These first lessons in history should consist of such narratives of travel, discoveries, and exploration as will be calculated to train the imagination and develop a historical taste, and at the same time give the pupils a general knowledge of some leading characters and events. These narratives need not necessarily be taken up in chronological order. Their relations and order of connection will be considered further on in the study. Yet it is desirable that they constitute parts of the first connected history likely to be studied by the class.

Suppose a class of pupils are familiar with the history of Columbus in his first voyage to the New World, De Soto in his explorations through some of the Southern States, John Smith in his exploits with the Indians and in his explorations along the shores of the Chesapeake, the Pilgrim fathers in their first years at Plymough Rock, Roger Williams in the country of the Narragansetts, William Penn making his treaty with the Indians, the early lives of Washington and Franklin, with other like interesting subjects. Here we have a basis for the more systematic study of the United States history.

2. *The Outline History of the United States in connection with Physical Geography.*

It should be the object at this stage of the course to acquire a knowledge of the leading historical events in their connected order, in their relations to one another, and in their relations to the physical features of the country.

3. *Leading Characters and Events in the World's History, accompanied with some instruction in Geography.*

An objection offered to the study of general history is, that pupils are required to pass over subjects in such rapid succession that their ideas of them must necessarily be very limited and indefinite. The remedy here suggested is that fewer subjects be studied—selecting only such as have a definite influence upon civilization and hence a definite place in organic history. By this method the students acquire reliable knowledge of the subjects studied and an increased interest in historical studies, while their general ideas of the thread of events will be quite as definite as that obtained by the ordinary method.

4. *The History of the United States, supplemented with such parts of General History as have special connection with United States History.*

The pupils are now prepared for a systematic and philosophical study of our colonial and governmental history. The history of the United States, and especially the colonial history, is so related to the history of some of the other nations, that a philosophical study of it requires a knowledge of some subjects of general history. These subjects may have been studied in the course in the World's history, yet it will generally be found necessary to review them in connection with a thorough study of the United States history.

To make an intelligent comparison between the Plymouth and Jamestown colonies, the student must have a knowledge of the English Church and understand its attitude toward the Separatists, of which the Pilgrim fathers were a branch.

To appreciate the struggles of the early settlers of the Carolinas in their opposition to the oppressive rule of unprincipled governors and agents appointed over them, one should be acquainted with the notions and characteristics of the Scotch Presbyterians, the French Huguenots, the Baptists, and the Quakers, together with the political followers of Oliver Crom-

well, who came to this territory that they might have homes in a free land. To understand the spirit of opposition that existed between Virginia and New England it is necessary to know something of the democratic and aristocratic parties as seen in the history of England. The political relations of these two parties to the non-partisan and peace-loving Quakers in England, made the Quaker Commonwealth in America a favorable territory upon which the extending settlements of the two adverse parties might meet, and the staid city of Philadelphia a possible place where the ideas and sentiments of the thirteen colonies might be brought together and adjusted into a national constitution.

The next subject of history which the American student can take up to the best advantage is the history of England. Whatever be the history studied, let the attention be given to such parts of it as have a philosophical connection with other parts of history.

CHAPTER III.

THE METHOD.

The teacher must be natural in his methods, and each successful teacher is likely to have a method more or less peculiar to himself. Yet teaching is a science as well as an art, and all methods must be based upon certain general principles.

1. *The Method of Teaching History should be Topical.*

Why should it be topical? What are some of the advantages offered by the topical method?

(*a.*) *The topical method is the natural method.* It is the method most in harmony with the faculties and tendencies of the human mind. It takes up leading events as centres of thought and studies them as they were studied at the time of their occurrence—studies them as living scenes. During the Com-

monwealth of Great Britain Oliver Cromwell was the central figure of thought and discussion. Almost every institution and enterprise in England felt his influence. The topical method would study the Commonwealth through Cromwell as the central topic, taking up, as minor and relative topics, characters, institutions, and events likely to have been influenced by his rule. Throughout the history of the United States certain leading characters and events have formed the central figures of thought and discussion for our people. The plan of the topical method is to reproduce these scenes in their natural order.

(*b.*) *It makes prominent the most important events and characters of history.* By simply studying and reciting the lessons given in our text-books, the ideas obtained by the pupils are likely to be very indefinite. Their historical knowledge is but little more than a conglomeration of dates, personages, and events, with very little ideas of classes or relations. No wonder that history is a dull study!

(*c.*) By the topical method the efforts of the student are more concentrated upon the subject instead of being spent on the contents of the text. In place of studying the book, which is simply a treatise on the subject, the pupils study the *subject*, using books as helps. They are thus led into the habit of consulting different authors. They learn to gather information from various sources, and putting this together, to form an opinion which is somewhat their own. Under the influence of this method, pupils become more independent in thought and research, and as a result are led to take more interest in historical study.

2. *The Subjects of History should be studied in a Systematic Order.*

In this way the pupils are better able to trace the relations of cause and effect, to see the philosophy of history. In this scientific method of study, in which the natural relations of different subjects are regarded, the knowledge acquired forms

a basis for knowledge to be obtained. Not only so, but scientific study stimulates investigation by creating a desire to know, and facilitates the acquisition and retention of historical knowledge by pursuing it in a connected thread of natural inquiry and classifying it in its relations to fixed principles.

3. *The Instruction should be Thorough and Life-like.*

The lack of interest in historical studies (especially on the part of children) may be traced in large measure to two causes: (1) A lack of thoroughness; (2) The instruction is not life-like. The term thorough as here used does not mean simply a good knowledge of the text, but a knowledge of the subject in its details. There are many that can readily recite the lines of the text who have but little idea of the subject. The number and nature of the subjects studied must be determined by the capacity of the pupil and the time allotted to the study. In this way proper instruction may secure a reasonable thoroughness.

Guizot, in speaking of the historian, Prescott, says: "His pictures are never wanting in truth, but they are sometimes wanting in life." Referring to his history of Philip II, the same author says of him: "Faithfully, therefore, as these events and these personages are described by him, he leaves them where he finds them—in their tombs."

So it may be said of much of our historical teaching. It is not lacking in the element of truth, but in the life. A very good description is given of the personages and the events, yet to the child it is like a ramble through a graveyard. If De Soto, with his company and outfits, in his explorations could pass through one of our cities to-day, what child would not be on the street, and what front window would not be crowded with heads? Can we suppose that there were no boys and girls standing on the banks of the Hudson watching the first steamboat as it moved up the stream on its way from New York to Albany? There is nothing in which chil-

dren take a greater interest than in the real appearances and doings of human beings.

4. *Historical Classifications and Essays are helpful Exercises in the Study of History.*

The classification of subjects is a natural accompaniment of the topical method of instruction. In assigning subjects for study it is quite natural for the teacher to resort to some plan of classification by which the students may be guided in their investigations. It then becomes natural for the pupils to fill out and complete these classifications as they proceed in the study of the subjects. The classifications may be made more or less complete by the teacher in accordance with the capacity and knowledge of the pupils. At first it may be required of the pupils only to fill out the subject-matter of the classification by adding under their proper headings such dates, events, leading characters, etc., as may be gathered from the researches necessary in the preparation of the lesson. At length the teacher may only find it necessary to assign the subject to be classified, or at most the subject heading with some general divisions, leaving the principal part of the classification to be made out by the pupils. These classifications may be discussed in the class or collected and examined by the teacher out of class. It is generally advisable to do both. In addition to classifications, let the work of the student be supplemented by a series of essays written upon prominent historical subjects. The selection of these subjects must be left to the judgment of the teacher, who should be governed by the age and advancement of the pupil. The discipline received in preparing classifications will aid the pupil in selecting and arranging material for essays. But what is to be gained by requiring students of history to prepare classifications and write essays upon historical subjects? In answer to this question it may be claimed:

(*a*). By *classifications* the ideas are made clearer and more distinct in the pupil's mind. The student who forms the

habit of systemizing his knowledge by collecting it under certain natural headings will, as a rule, have more reliable ideas than the one who pursues his studies without definite scheme. With the subject-matter of the lessons divided, and the several parts arranged under their respective headings, the student can the more readily see the relations of events as causes and effects. By thus making knowledge more accurate and giving the pupil the advantage of the law of association, the parts of history are more easily remembered, and the study of it is made more scientific.

(*b*). The influence of *essay writing* is to make knowledge more complete as well as more definite.

This is especially true in historical study. Let the teacher assign a topic for an essay, making for the class the necessary analysis. The same rule will apply in preparing the analysis for an essay as that suggested in the matter of headings for classifications. The pupils in the selection of the material for the essay will make more extensive research than in the preparation of the ordinary lesson. They will also be more accurate in their statements, and exercise a better choice in the use of language. Thus their knowledge of the subject is made more extensive and more reliable. The *topics* for historical essays should be selected in most part from those subjects which have a marked importance in the chain of events.

In this way the more important subjects will receive the more extensive research. By assigning these central subjects as topics for essays, the investigations required to obtain material for the essays will assist the pupils in the preparation of their daily lessons, while the daily lessons will in turn furnish items and suggestions for the essays.

These essays should be corrected by the teacher and then read in the class by the pupils. When pupils are sufficiently advanced it is often advisable to have the essays exchanged and criticised by the different members of the class before the examination by the teacher.

(*c*). The preparation of classifications and essays provides a definite work to be done by the pupils out of class.

This is a subject often regarded with too little importance.

The order and discipline of the student, together with his interest and advancement in study, depend quite as much upon the arrangement of work to be done out of class as upon the instruction given in the recitation.

This work to be done out of class is sufficiently arranged for when the pupils have something *definite* to do that they *can do* and that will *occupy their time.*

Too little attention is generally given to the assignment of the lesson. The too common, hasty statement at close of recitation—"Take the next lesson," "Take the next four pages," etc., does not properly arrange for work to be done by the pupils. Not only should due attention be given to the assignment of work, but there should be a provision by which the work may be reported in definite form and examined by the teacher.

In the study of history, this provision can be amply secured by exercising the pupils in the preparation of classifications and essays.

The history of the world can be found in the history of a dozen names.—FARRAR.

OUTLINES OF HISTORY.

HISTORIC PLACES, LEADING CHARACTERS AND IMPORTANT EVENTS.

ASSIGNMENT OF FIRST LESSON.*

For thousands of years there have been people living on the earth. In their motives and actions they have been controlled by very much the same desires, passions and impulses that influence the different elements of society to-day.

During this long period of time many striking changes and strange events have occurred. Great nations have grown up, flourished for a time, and passed away. Splendid cities have been built and are now in ruins, even the places of some of them are not known.

Great armies of strong men, splendidly equipped, have met to spoil each other on the field of blood and death. Great men and women have appeared and for a time, either by leading in thought or by stirring men's passions, have controlled and lead the multitude and then given place to others

Such is history, and in the study of it we shall find much to interest us.

As our first subject we will study the Euphrates River.

Who will tell us why a history class should be interested in the study of the Euphrates River? Henry may tell us.

"It has history connected with it."

*It is here intended simply to illustrate or suggest a method of assigning lessons in the use of the following schemes. The ingenuity and common sense of the teacher will furnish such modifications and additions as varied circumstances may require.

The points to be aimed at in assigning a lesson in history are,

1. To awaken an interest in the subject of the lesson;
2. To give the pupils a definite idea of what they are expected to learn;
3. To give necessary instructions in regard to sources of information.

Yes; it is a historic river. I will write on the black-board then as our subject, The Euphrates River.

What are some of the facts concerning this river, which we shall wish to learn, Ida?

"We shall wish to learn about its location and its general appearance."

Very good. As the first topics under our subject I will write, Geographical position, source, length, windings, &c. What next Jessica?

"Its size and the nature of the water."

Very well. As the next topics then I will write, Size, bed and water. What next? Do we want to learn anything about the country through which the river flows, class?

"We do."

I will write then as another topic, The country through which it flows—its surface, soil, &c.

In early times there were canals in connection with this river. We shall want to learn something about these ancient canals. I will write as still another topic, Its ancient canals—their location, object and use; and as the last topic in our lesson, The banks, scenery, &c.

I will now give you some references that will help you in the study of these topics. *First*, Babylon and Nineveh by Dr. Newman.

A few years since Dr. Newman traveled over this ancient country, visited its ruins, rode on its rivers, and has something interesting to say about it. * * * * * *

OUTLINES OF HISTORY.

LESSON I.

THE EUPHRATES RIVER.

1. Geographical position, source, length, windings, &c.
2. Its size, bed, and waters.
3. The country through which it flows,
   - 1. Surface.
   - 2. Climate.
   - 3. Soil.
   - 4. Products.
4. Its ancient canals.
   - 1. Location.
   - 2. Object and use.
5. The banks, scenery, &c.
6. Geographical and Historical References *
   - *Dr. Newman.* Babylon and Nineveh, 66, 68, 145, 149.
   - American Cyclopedia.
   - *Lippincoptt's* Pronouncing Gazetteer of the World.
   - *Myers.* Outline of Ancient History, 70.
   - *Smith.* Ancient History of the East, 222.
   - *Johnson's* Family Atlas.

*The list of References and the selection and classification of topics may in all cases be enlarged or in any way varied by the teacher to accord with the grade of the class and the range of the library to which the class has access; giving neither so much as to discourage, nor so little that pupils will not be kept busy. In the first lessons, and until the pupils have acquired some skill in the use of reference books, the references given should be made explicit by giving number of page, &c.

LESSON II.

The Bason of the Tigris and Euphrates Rivers—Mesopotamia.

1. Geographical position, size and shape.
2. Physical Features.
   1. Surface.
   2. Climate.
   3. Soil.
   4. Natural Products.
3. The Rivers.
   1. As to source.
   2. As to size, length, &c.
   3. As to General characteristics.
      1. Nature of the waters.
      2. Velocity of current.
      3. Bed and Banks.
4. Present condition and appearance of the country.
   1. Principal cities.
   2. The chief industries.
   3. The leading exports.
   4. Places of interest to travelers.
5. Geographical and Historical References.
   - *Dr. Newman.* Babylon and Nineveh, 63, 66, 185, 253.
   - *Giekie.* Hours with the Bible, Vol. I, 268-284.
   - *Myers.* Ancient History, 57.
   - *Smith.* Ancient History of the East, 224.

LESSON III.

THE TOWER OF BABEL.

1. Location.
2. When and by whom built.
3. The object of the builders.
4. Size, shape and material.
5. Result of the attempt to build the Tower.
   1. What effect upon the people?
   2. What effect upon language?
6. Remains of.
7. Imitations of as found in other localities.
8. Legends of.
9. Historical References.
   - Scripture—Gen. xi. 1-10.
   - *Rolin.* Ancient History, Vol. I, 453.
   - *Geikie.* Hours with the Bible, Vol. I, 280-290.
   - *Dr. Newman.* Babylon and Nineveh, 152-3.
   - *Smith.* Ancient History of the East, 228-30.

ESSAY I.

THE PYRAMIDS OF EGYPT.

1. Location.
2. Number, shape, size, &c.
3. Material and structure.
4. When built.
5. The builders.
6. For what purpose built.
7. Imitations of, found in other countries.
8. Historical References.
   - *Rawlinson.* Ancient Egypt, Vol. 1, 91.
   - *Herodotus*, Vol. 1, 274 and 404.
   - *Kenrick.* Ancient Egypt, Vol. I, 99-125, and Vol. II, 111.
   - *Smith.* Ancient History of the East.
   - *Field.* From Egypt to Japan, 17.
   - *Rollin.* Ancient History, Vol. 1, 158, and 217.
   - *Myers.* Outline of Ancient History, 42.

*It is not necessary that the pupil follow, in the essay, the exact order given in the scheme. The scheme is intended to be suggestive and thus assist the pupils in their reserches.

In assigning a subject for an essay the teacher should call the attention of the class to the leading points of the analysis in an interesting discussion on the subject matter—referring to accessible sources of information.

LESSON IV.

NINEVEH.

1. Location.
2. When built.
3. The builders.
   1. Their leader.
   2. The people.
4. Size, form and material.
5. The walls.
   1. Length.
   2. Size and material.
6. Remains.
   1. Artistic.
   2. Literary.
   3. Walls, streets, &c.
7. Historic evidences.

Historical references.
- *Newman.* Babylon and Nineveh, 253.
- *Geikie.* Hours with the Bible, Vol. IV. 277-288.
- *Smith.* Ancient History of the East, 395.
- Herodotus, Vol. I. 153.
- *Myers.* Outlines of Ancient History, 77-92.
- *Barnes.* General History, 46.
- *Rollin.* Ancient History, Vol. I, 444.

LESSON V.

ASSHUR-BANIPAL THE GREAT.

1. The time of his reign.....to.....
2. His ancestry.
   1. Nationality.
   2. Parentage.
3. The condition of the world during the time of his reign.
   1. Political. The leading nation.
   2. Religious.
   3. Educational.
4. His library.
   1. Position.
   2. Nature of the volumes, material, &c.
   3. Nature of the writings, kind of letters.
   4. Subject—Matter of the writings.
   5. Remains of
5. His religion.
6. His leading purposes and important achievements.
7. Historical references,
   - *Geikie.* Hours with the Bible, Vol. V. 79-88.
   - *Rawlinson.* Ancient History, 44-45.
   - *Dr. Newman.* Babylon and Nineveh, 321.
   - *Myers.* Ancient History, 85-93.
   - *Smith.* Ancient History of the East, 160-329.

LESSON VI.

THE ANCIENT CITY OF BABYLON.

1. Situation.
   1. Location.
   2. Physical features of
2. Sizeand form.
3. The Walls.
   1. Dimensions.
   2. Material.
   3. Structure.
4. Palaces and hanging gardens.
   1. Description of
   2. By whom constructed.
5. Time of greatest splendor.....to.....
6. Present Remains.
7. Causes of its decline.
8. Geographical and Historical References.
   - *Smith.* Ancient History of the East, 269-360-365.
   - *Rollin.* Ancient History, Vol. I, 442-448.
   - *Dr. Newman.* Babylon and Nineveh, 133-143-153-163.
   - *Myers.* Outlines of Ancient History, 96-105.
   - *Giekie.* Hours with the Bible, Vol. VI. 265.

LESSON VII.

THE CITY OF JERUSALEM.

1. Geographical Position.
   1. Situation.
   2. Natural advantages of
2. The Topography.
3. The plan of the city.
4. The metropolis of Palestine.
5. The Center of Jewish Worship.
   1. The Temple.
   2. The Principal Feasts.
6. The Remains.
7. How at the present regarded by the Jews.
8. Geographical and Historical References.
   - *Smith's* Bible Dictionary.
   - *Smith's* Old Testament History, 471-473.
   - Biblical Atlas.
   - *Josephus.*
   - *Field.* On the Desert, 319.
   - *Geikie.* Hours with the Bible.

LESSON VIII.

THE JEWS TAKEN INTO CAPTIVITY.

1. Time.....to.....
2. Differen Parties taken.
   - *a.* First Party,
     1. Time.
     2. number, spoils, &c., taken.
     3. Treatment and disposition of King Jehoiakim.
   - *b.* Second Party,
     1. Time.
     2. Number and spoils taken.
     3. Treatment and disposition of King Jehoiakin.
   - *c.* Third Party,
     1. Time.
     2. Number and spoils taken.
     3. Treatment and disposition of King Zedekiah.
3. Causes of the Captivity.
   1. Condition of the Jews,
      - Moral.
      - Relegious.
   2. The deportment of the Jewish kings.
      1.
      2.
      3.
4. Disposition of the captives.
5. Historical References.
   - *Smith's* Old Testament History, 593-607.
   - Book of Daniel, chapter I.
   - II. Kings, xxiv. 10-16; xxv, xxvi.
   - Jeremiah, LII. 28-30.
   - *Smith's* Bible Dictionary.
   - *Myers.* Outlines of Ancient History, 98-115.
   - *Giekie.* Hours with the Bible, Vol. V, 383-429, Vol. VI, 109-118.

LESSON IX.

THE DREAM OF NEBUCHADNEZZAR.

1. Time and place.
2. Circumstances.
   1. Position and influence of Nebuchadnezzar.
   2. Position and influence of Daniel.
   3. The city of Babylon.
      1. Location.
      2. Its power and influence among the nations.
3. The subject-matter of the dream.
4. The persons who attempted to interpret it.
5. The Interpreter.
6. The Interpretation.
7. The effects of the Interpretation.
   1. Upon Nebuchadnezzar.
   2. Upon the position and influence of Daniel.
8. Its fulfilment in history.
9. Historical References.
   - Book of Daniel, chapter II.....
   - *Geikie.* Hours with the Bible, Vol. VI, 274.
   - *Foster.* The Story of the Bible, 440-443.
   - *William Smith.* Old Testament History, 611.

LESSON X.

BELSHAZZAR'S IMPIOUS FEAST.

1. Time and place.
2. Circumstances.
   1. The relation of Babylon to other nations.
   2. The size and strength of the city.
   3. Scenes outside of the city wall at the time of the feast.
3. Nature of the feast.
4. Imortant events.*
   1.
   2.
   3.
5. The end of the feast.
6. The end of Belshazzar and his kingdom.
7. Historical references.
   - Book of Daniel, chapter V.
   - *Geikie.* Hours with the Bible, Vol. VI, 393-398.
   - *Foster.* The story of the Bible, 449-452.

*Bring out the three most important events in the order of their time.

LESSON XI.

KING CYRUS THE GREAT.

1. Time.....to.....
2. His ancestry.
   1. Nationality.
   2. Parentage.
3. His education and early training and associations.
4. The condition of the world at the commencement of his reign.
   1. Political.
   2. Social.
   3. Religious.
5. Noted events of his life.
   1. His conquests.
   2. *Other* noted events.
6. His religion.
7. His attitude toward the Jews.
8. His leading characteristics.
9. His life as a fulfillment of prophesy.
10. References.
    - *Josephus*, 323-328.
    - 2 Chron. XXXV, 22.
    - Ezra I, 1-11.
    - Ezra VI, 3-5.
    - *Myers.* Outlines of Ancient History, 134.
    - *Smith.* Ancient History of the East, 539.
    - *Rollin.* Ancient History, Vol. I, 499.

ESSAY II.

THE CIVILIZATION OF ANCIENT EGYPT.

1. Classes of Society—Their relations, &c.
2. Position and influence of woman.
3. Education.
   1. Schools, Subjects taught, &c.
   2. Libraries.
   3. Writing material, books, &c.
   4. Literature.
4. Their Religion.
   1. Their Gods, beliefs, &c.
   2. Their worship and religious ceremonies
5. Arts and Inventions.
6. Manners and Customs.
   1. Games and Amusements.
   2. Marriages.
   3. Burials.
   4. Household accommodations.
7. Industries.
8. Mode of Travel, &c.
9. References.
   - *Barnes.* General History, 19-43.
   - *Myers.* Outlines of Ancient History, 34-56.
   - *Rawlinson.* Ancient Egypt, Vol. I, 203, Vol. II, 47.
   - *Smith.* Ancient History of the East, 30.
   - *Geikie.* Hours with the Bible, Vol. II, 31.

LESSON XII.

VALLEY OF THE NILE.

1. Geographical Position.
2. Size, Shape and Surface.
3. The Nile.
   1. Its Source, Size, Length, &c.
   2. Nature of its waters.
   3. Its inundations.
      1. Time.
      2. Causes.
      3. Effects.
4. The Soil and Climate.
5. Natural Products.
6. Ancient Industries.
7. Influence of the Nile upon the Religion and civilization of the people.
8. References.
   - *Kenrick.* Ancient Egypt, Vol. I, 65.
   - *Field.* From Egypt to Japan, 15.
   - *Smith.* The Ancient History of the East, 31-46.
   - *Myers.* Outlines of Ancient History, 15-17.

LESSON XIII.

CAMBYSES.

1. The time of his reign.....to .....
2. His ancestry.
   1. Nationality.
   2. Parentage.
3. His early training and associations.
4. The condition of the world at the commencement of his reign.
   1. Political.
   2. Religious.
5. His expeditions.
   1. Against Egypt.
      1. The taking of Memphis.
      2. Other events.
   2. Against the Ethiopians.
      1. Causes and incidents.
      2. Events.
      3. Results.
   3. Against the Ammonians.
      1. Size of army.
      2. Incidents.
      3. Results.
6. His cruelties.
7. His death.
   1. Place and circumstances.
   2. Manner.
8. His motives and leading characteristics.
9. References.
   - *Josephus*, XI, 11-2 (pp. 328-329).
   - *Rollin.* Ancient History, Vol. I, 588-664.
   - *Rawlinson*, 106-107.
   - *Myers.* Outlines of Ancient History, 135-136.
   - *Barnes.* General History.
   - *Anderson.* Ancient History, 52.
   - *Smith.* Ancient History of the East, 553.
   - *Herodotus*, Vol. II, 115-157.

LESSON XIV.

XERXES.

1. Time of his reign .....to.....
2. His ancestry.
3. His leading characteristics.
4. His campaign against the Greeks.
   - 1. The time .....to.....
   - 2. His army.
     - 1. Size.
       - 1. Nationality.
       - 2. Dress.
       - 3. How armed.
     - 2. Soldiers.
     - 3. Supplies.
   - 3. The route.
   - 4. Preparations for.
   - 5. Events at the Hellespont.
   - 6. Crossing the Hellespont.
   - 7. Battles.
   - 8. Results.
5. The last years of his reign.
6. His end.
   - Time and place.
   - Causes.
7. References.
   - *Herodotus*, III, 367.
   - *Myers*. Outlines of Ancient History, 141.
   - *Rollin*. Ancient History. Vol. I, 84-115.
   - *Rawlinson*. Ancient History, 114.
   - *Anderson*. Ancient History, 64-71.

LESSON XV.

GREECE—GEOGRAPHY OF, &c.

1. Position.
2. Size and Shape.
3. Boundaries of
4. Physical Features.
   - 1. Surface.
     - 1. Mountains.
     - 2. Plains.
     - 3. Rivers.
     - 4. Lakes.
   - 2. Climate.
   - 3. Natural Products.
5. The Early Inhabitants.
   - 1. Their Ancestry.
   - 2. Their Leading Characteristics.
   - 3. Their Religion.
6. References.
   - *Myers*. Outlines of Ancient History, 152-154.
   - *Anderson*. Ancient History.
   - *Swinton*. Outlines of the World's History, 75.
   - *Barnes*. General History, 114.
   - The American Cyclopædia.
   - *Cox*. The Greeks and Persians, 18.
   - Lippincott's Pronouncing Gazetteer of the World.

LESSON XVI.

GREECE—GAMES OF.

1. Kind.
   - 1. Olympic.
     - 1. In honor of whom celebrated.
     - 2. Time and place of celebration.
   - 2. Pythian.
     - 1. In honor of whom celebrated.
     - 2. Time and place of celebration.
   - 3. Isthmian.
     - 1. In honor of whom.
     - 2. Time and Place.
   - 4. Nemean.
     - 1. In honor of whom.
     - 2. Time and Place.
2. Origin of
   - 1. Time.
   - 2. Causes of.
3. Nature of
   - 1. Things celebrated.
   - 2. Manner of celebrating.
   - 3. Time, &c.
4. Participants.
   - 1. Nationality.
   - 2. Caste or class.
5. Influence of
   - 1. Upon the arts, literature, &c.
   - 2. Upon the civilization of Greece.
6. References.
   - *Myer.* Outlines of Ancient History, 181-182.
   - *Swinton.* Outline of the World's History, 84.
   - *Barnes.* General History, 186.
   - *Cox.* The Greeks and The Persians.
   - *Herodotus.* Vol. 111-121-32,
   - American Cyclopædia.

LESSON XVII.

SPARTA.

1. Geographical position.
   - 1. Location.
   - 2. Natural advantages.
2. The inhabitants.
   - 1. Classes.
   - 2. Their ancestry.
   - 3. Their characteristics.
   - 4. Their customs.
     - 1. Home customs.
     - 2. Position and influence of woman.
     - 3. Games.
3. The system of government.
4. The industries of the people.
5. Education, schools, &c.
6. Time of greatest power and influence.
7. References.
   - *Myers.* Outlines of Ancient History, 190-199.
   - *Swinton.* Outlines of the World's History, 85.
   - *Barnes.* General History, 119.
   - *Cox.* The Greeks and the Persians, 14, 22, 23, 25.
   - *Cox.* General History of Greece, 30, 94.
   - *Rollin.* Ancient History.
   - *Anderson.* Ancient History.

LESSON XVIII.

ATHENS.

1. Geography of.
   1. Situation.
   2. Physical features.
2. Inhabitants.
   1. Classes.
   2. Ancestry.
   3. Characteristics.
3. Education.
   1. Schools and school-houses.
   2. Mode of teaching.
   3. Branches or subjects taught.
   4. Student life, &c.
4. The occupatians of the people.
5. Manners and customs.
6. Their religion.
7. Time of greatest power.
8. Her great men.
   1. Law-givers.
   2. Philosophers.
   3 Statesmen.
9. Her relations to Sparta.
   1. Geographical.
   2. Political.
   3. As to language used.
   4. As to religion.

References.
- *Myers.* Outlines of Ancient History, 199, 209, 251.
- *Barnes.* General History, 121, 158.
- *Herodotus,* Vol. I, 100. Vol. III, 152.
- *Anderson.* Ancient History.
- *Rollin.* Ancient History, Vol. I, 676, 677, 707,
- *Andrews.* Institutes of General History, 63-70.

LESSON XIX.

PERICLES.

1. His time or the age of.
   - 1. Date .....to.....
   - 2. Condition of Athens at the beginning of the Periclean age.
     - 1. Political.
     - 2. Social.
     - 3. Educational,
2. His ancestry.
   - 1. Class.
   - 2. Nationality.
3. His achievements.
   - 1. As a general
     - 1. Wars.
     - 2. Decisive battles.
     - 3. Events.
   - 2. As a statesman.
     - 1. His party and party notions.
     - 2. Changes in the plan of government.
     - 3. Payment for public services, &c.
     - 4. The naval power.
   - 3. As a patron of learning.
   - 4. Improvements of the City of Athens.
4. His contemporaries.
5. His habits, motives and leading characteristics.
6. References.
   - *Myers.* Outlines of Ancient History, 234-241.
   - *Swinton.* Outlines of the World's History, 98-99.
   - *Barnes.* General History, 135, 136, 140.
   - *Cox.* General History Greece, 250, 258, 279, 283.
   - *Plutarch.* Lives of illustrious men, 106-123.
   - *Rollin.* Ancient History. Vol. II, 181, 182, 194.
   - *Aederson.* Ancient History, 161.
   - *Mombert.* Great Lives.

ESSAY III.

GRECIAN CIVILIZATION.

1. Society.
   - 1. Classes, their relations, &c.
     - 1. In Sparta.
     - 2. In Athens.
   - 2. Social position of woman.
     - 1. In Sparta.
     - 2. In Athens.
2. The form of government.
   - 1. In Sparta.
   - 2. In Athens.
3. Their religion.
   - 1. Their religious notions, gods, &c.
   - 2. Their system of worship, observances, &c.
4. Their industries, money, modes of travel and transportation.
5. Arts.
6. Education.
   - 1. Schools, teachers and pupils.
   - 2. Books and libraries.
   - 3. Science and literature.
7. Their Philosophy and Philosophers.
8. Manners and customs.
   - 1. Games and amusements.
   - 2. Marriages.
   - 3. Burials.
   - 4. Dress.
   - 5. Household customs and accommodations.
9. As compared with Egyptian civilization.
10. References.
    - *Myers.* Outlines of Ancient History, 159, 171, 174, 346-357.
    - *Andrews.* Institutes of General History, 63-72.
    - *Cox.* General History of Greece, 5-39.
    - *Herodotus.* Vol. I, 142, 179, 346-
    - *Rollin.* Ancient History. Vol. II, 551-591.
    - *Cox.* The Greeks and Persians, 1-16.
    - *Rawlinson.* Ancient History, 141-
    - *Barnes.* General History, 158-201.
    - *B. F. Cocker.* Christianity and Greek Philosophy.
    - *Ueberweg.* A History of Philosophy, (translated by G. S. Morris.) Vol. I, 29-181.

"From Egypt, Arts their progress made to Greece.

Wrapped in the Fable of the Golden Fleece."

LESSON XX.

THE PELOPONESIAN WAR.

1. Time.....to.....
2. Parties engaged.
3. Causes.
   1. Remote.
   2. Immediate.
4. Noted events.
   1. Leading battles.
   2. Other noted events.
5. Leaders in the war.
   1. Spartan.
   2. Athenian.
6. Nature of the war—cruelties, &c.
7. Results.
   1. As effecting the power and civilization of Athens.
   2. As effecting the power and civilization of Sparta
   3. As effecting the power and influence of Greece among the other nations.
8. References.
   - *Swinton.* Outlines of the Wold's History, 100-101.
   - *Myers.* Outlines of Ancient History, 242-252.
   - *Rawlinson.* Ancient History, 203-211.
   - *Rollin.* Ancient History, Vol. II, 238—
   - *Cox.* General History of Greece, 248-267—
   - *Barnes.* General History, 139-146.

LESSON XXI.

ALEXANDER THE GREAT.

1. The time of his reign.....to.....
2. His ancestry.
   1. Nationality.
   2. Parentage.
3. Incidents showing his characteristics and tendency in early life.
4. His education and early associations.
5. The political condition of the world at the beginning of his reign.
   1. Greece.
   2. Medo-Persia.
   3. Egypt.
   4. Rome.
6. His conquests.
   1. His Army at commencement of
      1. Size.
      2. Characteristics.
   2. Lines of march.
   3. Leading battles.
   4. Territory gained.
7. His death.
   1. Time and Place.
   2. Cause.
8. References.
   - *Barnes.* General History, 150-153.
   - *Myers.* Outlines of Ancient History, 261-270.
   - Plutarch's Lives of Illustrious men.
   - *Mombert.* Great Lives, 51-59.
   - *Cox.* General History of Greece, 631-647.
   - *Rollin.* Ancient History. Vol. III, 129-137—
   - *Rawlinson.* Ancient History, 233-237—

LESSON XXII.

ANCIENT ALEXANDRIA.

1. Geograpical position.
   1. Location.
   2. Natural advantages.
2. The founder, time and circumstances of founding.
3. Population.
   1. Number.
   2. Nationalities, language spoken, &c.
   3. Characteristics.
4. Occupations of the people.
5. Commercial advantages.
6. Educational advantages.
   1. Schools.
   2. Libraries and Museums.
   3. Teachers.
      - Number.
      - Nationalities.
      - How supported.
   4. Subjects taught.
   5. Method of teaching.
7. References.
   - *Rawlinson.* Ancient History, 267.
   - *Rawlinson.* Ancient Egypt. Vol. I, 137-146.
   - *Field.* From Egypt to Japan, 4.
   - *Rollin.* Ancient History. Vol. I, 173-175; Vol. III, 218, 522—
   - *Smith's* Classical Dictionary.
   - *Barnes.* General History, 151-154.

LESSON XXIII.

ANCIENT CARTHAGE.

1. Situation, its natural advantages and disadvantages.
2. When and by whom founded.
3. Population.
   1. Number.
   2. Nationalities.
   3. Characteristics.
4. Industries.
5. Commercial advantages.
6. How regarded by Rome, and why so regarded?
7. Destruction of
   1. Time.
   2. Causes.
   3. Treatment of the inhabitants.
   4. Incidents—Asdrubal's wife and children, &c.
8. References.
   - *Smith.* Classical Dictionary.
   - *Rawlinson.* Ancient History, 91-101.
   - *Rollin.* Ancient History. Vol. I, 238, 436.
   - *Leighton.* A History of Rome, 116, 170.
   - *Barnes.* General History, 73, 76.
   - *Charles Bucke.* Ruins of Ancient Cities. Vol. I, 84-206
   - *Barnes.* A Brief History of Rome, 160—

LESSON XXIV.

HANNIBAL.

1. His time.
   1. Date .....to.....
   2. The political condition of the world.
      1. The principal nations.
      2. The leading cities.
      3. The strongest nation.
2. His ancestry.
   1. Nationality.
   2. Rank.
3. His early training and associations.
4. His military achievements.
   1. Lines of march.
   2. Noted battles.
      1. Time and place.
      2. Results.
5. His death.
   1. Time and place.
   2. Manner.
6. His leading characteristics.
7. References.
   - *Leighton.* A History of Rome, 144-162.
   - *Merivale.* General History of Rome, 149-198.
   - *Barnes.* General History, 320.
   - *Rollin.* Ancient History. Vol. I, 329-336-352—
   - *Mombert.* Great Lives, 75-82.
   - *Anderson.* Bloss's Ancient History, 363-374.
   - The American Cyclopædia.
   - Chambers's Library of Universal Knowledge. Vol. VII.
   - Lippincott's Pronouncing Biographical Dictionary.
   - *Smith.* Classical Dictionary.
   - *Barnes.* A Brief History of Rome, 148-152.

LESSON XXV.

ITALY.

1. Position.
2. Size and shape.
3. Boundaries.
4. Physical features.
   1. Surface.
      1. Mountains.
      2. Plains.
      3. Lakes.
      4. Rivers.
   2. Climate.
   3. Natural products.
5. The early inhabitants.
   1. Their ancestry.
   2. Classes and industries.
6. References.
   - Lippincott's Pronouncing Gazetteer of the World.
   - *Barnes.* A Brief History of Rome, 13-14.
   - *Myers.* Outlines of Ancient History, 239-240.
   - *Willson.* Outlines of History, 123—
   - *J. D. Quackenbos.* History of the World, 56—

LESSON XXVI.

THE ANCIENT CITY OF ROME.

- 1. Geographical position.
  - 1. Location.
  - 2. Natural surroundings.
- 2. The founding.
  - 1. Time.
  - 2. Founder.
  - 3. Circumstances and events.
- 3. Characteristic features of the city.
  - 1. Streets.
  - 2. Walls.
  - 3. Public buildings, places of amusement, &c.
- 4. Growth.
  - 1. Causes favorable to
  - 2. Events marking large increases in growth.
- 5. References.
  - Lippincott's Pronouncing Gazetteer of the World.
  - *Barnes.* A Brief History of Rome, 15-23---
  - *Myers.* Outlines of Ancient History, 242—
  - *Barnes.* General History, 205---
  - *Willard.* Universal History, 88-91.

LESSON XXVII.

THE PLEBEIANS.

- 1. Their origin.
- 2. Their rights and privileges prior to 500 B. C.
  - 1. In the government.
  - 2. In the army.
- 3. Acts and events marking their growth of power.
  - 1. Two Tribunes appointed.
    - 1. Time.
    - 2. Their rights and duties.
  - 2. The Agrarian Law.
    - 1. When passed.
    - 2. Its nature.
  - 3. Decemvirs.
    - 1. When appointed
    - 2. Their rights and duties.
    - 3. What they accomplished.
  - 4. Tribunes restored.
    - 1. Time.
    - 2. Causes.
  - 5. Valerian and Horatian decrees.
    - 1. When made.
    - 2. Nature.
  - 6. Canuleian decrees.
    - 1. When made.
    - 2. Nature.
  - 7. Licinian Rogation.
    - 1. When enacted.
    - 2. Nature.
- 4. Their privileges and influence 300 B. C.
- 5. References.
  - *Barnes.* General History, 213-219.
  - *Myers.* Outlines of Ancient History, 253—
  - *Gibbon.* Decline and Fall of the Roman Empire. Vol. II, 379---
  - *Merivale.* General History of Rome, 69—
  - *Leighton.* A History of Rome, 55---

LESSON XXVIII.

CATO, THE CENSOR.

1. His time.
   - 1. Date .....to.....
   - 2. The condition of Rome.
     - 1. Political.
     - 2. Social and moral.
     - 3. Extent of territory.
   - 3. The government of Rome.
2. His ancestry.
   - 1. Parentage.
   - 2. Class.
3. His purpose and achievements.
4. His characteristics and notions of social customs.
5. Incidents connected with his life.
6. The influence of his life and efforts.
   - 1. On the government and society of Rome.
   - 2. On Carthage.
7. References.
   - *Barnes.* A Brief Bistory of Rome, 162-170.
   - *Plutarch.* Illustrious lives, 323-345.
   - *Barnes.* General History.
   - *Myers.* Outlines of Ancient History, 304—
   - *Willard.* Universal History, 114-115.
   - *Leighton.* A History of Rome.
   - *Merivale.* General History of Rome.

LESSON XXIX.

MARIUS AND SULLA.

1. Ancestry of each.
   - 1. Marius.
     - 1. Family.
     - 2. Rank.
   - 2. Sulla.
     - 1. Family.
     - 2. Rank.
2. Civil war of
   - 1. Time .....to.....
   - 2. Parties engaged.
   - 3. Causes.
     - 1. Remote—Condition of Rome.
       - 1. Political.
       - 2. Social.
       - 3. Moral.
       - 4. The army.
     - 2. Immediate.
   - 4. Some leading events showing the nature of the war.
   - 5. Results.
3. The end of each.
   - 1. Of Marius.
     - 1. Time and place.
     - 2. Circumstances and nature.
   - 2. Of Sulla.
     - 1. Time and place.
     - 2. Circumstances and nature.
4. References.
   - *Barnes.* General History, 243—.
   - *Plutarch.* Illustrious Lives, 376-411—
   - *Myers.* Outlines of Ancient History, 317-325.
   - *Barnes.* A Brief History of Rome, 175—
   - *Leighton.* A History of Rome.
   - *Merivale.* General History of Rome.
   - *Rollin.* Ancient History—see index in last volume.

LESSON XXX.

POMPEY, THE GREAT.

1. His time.
   - 1. Date.....to.....
   - 2. Condition of Rome.
     - 1. Extent of territory.
     - 2. Government.
     - 3. Condition and tendency of civilization.
2. His ancestry.
   - 1. Parentage.
   - 2. Rank.
3. His achievements.
   - 1. As a statesman.
   - 2. As a general.
     - 1. Territory conquered.
     - 2. Noted Battles
4. His leading motives and characteristics.
5. His end.
   - 1. Time, place and manner.
   - 2. Circumstances and incidents of,
6. References.
   - *Plutarch.* Lives of Illustrious Men.
   - *Barnes.* A Brief History of Rome, 181.
   - *Myers.* Outlines of Ancient History, 330—
   - *Barnes.* General History, 246-249—
   - *Rollin.* Ancient History.
   - *Leighton.* A History of Rome.
   - *Merivale.* General History of Rome.

LESSON XXXI.

JULIUS CÆSAR.

1. His time.
   - 1. Date.....to.....
   - 2. Condition of Rome.
2. His ancestry.
   - 1. Parentage.
   - 2. Rank.
3. His education and early associations.
4. His conquests.
   - 1. Time.....to.....
   - 2. Territory conquered.
   - 3. Nations and armies subdued.
   - 4. Influence of, upon Rome.
5. His ruling motives and leading characteristics.
6. His death.
   - 1. Time place, and manner.
   - 2. Causes and circumstances.
   - 3. Incidents relating to,
7. References.
   - *Barnes.* General History.
   - *Myers.* Outlines of Ancient History, 333—
   - *Plutarch.* Lives of Illustrious Men.
   - *Rollins'* Ancient History.
   - *Smith's* Classical Dictionary.
   - American Cyclopædia.
   - *Barnes.* A Brief History of Rome, 177—
   - *Mombert.* Great Lives, 88-99.

ESSAY IV.

THE SIEGE AND DESTRUCTION OF JERUSALEM, A. D. 70.

1. The time of the year—
2. Condition of the world.
   - 1. Political.
     1. Leading nations.
     2. Kinds of government.
     3. Liberty and patriotism.
   - 2. Social.
     1. Caste and slavery.
     2. Influence of woman.
     3. Amusements, games, &c.
   - 3. Religious.
     1. State of the Christian religion.
     2. State of the Pagan religion.
     3. " " " Jewish "
3. Condition of the Jews.
   1. Political.
   2. Moral.
   3. Religious.
4. By whom destroyed.
   1. Nation,
   2. Leader.
5. Description of the siege.
6. Results of the Destruction.
   1. Disposition of the temple.
   2. " " " Jews.
   3. Upon the Jewish nation.
7. Attempt to rebuild the temple.
   1. By what nation.
   2. By what ruler.
   3. Incidents of.
   4. Results of the attempt.
8. References.
   - *Barnes.* A Brief History of Rome, 229-241.
   - *Josephus.* Wars of the Jews, Books V. and VI.
   - *Willard.* Universal History, 146-147.
   - Judea in her Desolations, 25.
   - American Sunday School Union. Destruction of Jerusalem.
   - *Charles Bucke.* Ruins of Ancient Cities, Vol. I. 299.
   - *Quachenbos.* History of the World, 141.
   - *F. W. Ricord,* The Empire of Rome, 125-129.
   - *Leavitt.* Annale of the Jewish Nation, 341-355.

"There shall not be left one stone upon another, that shall not be thrown down."

LESSON XXXII.

THE FIRST TRIUMVIRATE.

1. Time.....to.....
2. Condition of Rome at the time of its formation.
   1. As to extent of territory.
   2. As to classes.
   3. As to morality.
   4. As to the spirit of patriotism.
3. Causes.
4. Circumstances favoring.
5. Parties to.
6. Terms of.
7. Results of.
8. The end of the parties.
9. References.
   - *Barnes.* A Brief History of Rome, 184—
   - *Myers.* Outlines of Ancient History, 335—
   - *Willard.* Universal History, 126—
   - *Willson.* Outlines of History, 178—
   - *Barnes.* General History.
   - *Leighton.* A History of Rome, 304.
   - *Merivale.* General History of Rome.

LESSON XXXIII.

AUGUSTUS CÆSAR.

1. The time of his reign .....to.....
2. Circumstances and events favoring his ascension to power.
3. His relations to the second triumvirate.
4. The Roman Empire during his reign.
   1. The boundaries of its territory.
   2. Its roads.
   3. The City of Rome.
   4. Population of the Empire.
      1. Number who were Roman citizens.
      2. Number not Roman citizens.
   5. Literature and art.
5. Nature and mode of government.
6. Some noted events during his reign.
   1. The massacre of Varus, &c.
   2. The Birth of Christ.
7. His personal habits and demeanor.
8. References.
   - *Barnes.* A Brief History of Rome, 210—
   - *Myers.* Outlines of Ancient History, 347-355—
   - *Barnes.* General History, 252—
   - *Willard.* Universal History, 133-137
   - *Willson.* Outlines of History, 184-190.
   - *Merivale.* General History of Rome.
   - *Leighton.* A History of Rome.
   - *Rollin.* Ancient History. Vol. IV, 656, 663, 673.

LESSON XXXIV.

TIBERIUS CÆSAR.

1. The time of his reign .....to.....
2. His ancestry.
3. The nature of his reign.—Give incidents to illustrate.
4. Noted events during his reign.
5. His personal habits and demeanor.
6. His supreme end and aim.
7. His end.
   1. Time and place,
   2. Manner.
8. Effects of his reign.
   1. Upon virtue and self-respect.
   2. Upon liberty.
   3. Upon patriotism.
   4. Upon art and literature.
9. References.
   - *Barnes.* A Brief History of Rome, 225—
   - *Myers.* Outlines of Ancient History, 359—
   - *Willard.* Universal History, 141—
   - *Willson.* Outlines of History, 190—
   - *Leighton.* A History of Rome.
   - *Merivale.* General History of Rome.

LESSON XXXV.

NERO CÆSAR.

1. His Time.
   1. Date of reign ..... to .....
   2. Condition of the Empire.
      1. As to morality.
      2. As to patriotism.
      3. As to liberty.
      4. As to arts and literature.
   3. Condition of Christianity.
      1. Number of believers.
      2. Influence of.
2. His ancestry.
3. His preceptor, educational advantages, &c.
4. Nature of his reign.
   1. First part—incidents illustrating.
   2. Second part—incidents of.
5. His attitude towards the Christians. Illustrate by incidents.
6. His Personal character. Illustrate by incidents.
7. His end.
   1. Time and place.
   2. Manner.
8. References.
   - *Myers.* Outlines of Ancient History, 366—
   - *Barnes.* General History, 259—
   - *Willard.* Universal History, 142—
   - *Ricord.* The Empire of Rome, 75—
   - *Gibbon.* Decline and Fall of the Roman Empire. Vol. I, 447.
   - *Leighton.* A History of Rome.
   - *Merivale.* General History of Rome.

LESSON XXXVI.

VESPASIAN.

1. Time of his reign ..... to .....
2. His ancestry and why he became emperor.
3. The condition of the Christian Church during his reign.
4. Condition of the Jews.
5. His attitude towards the Christians.
6. His attitude towards the Jews.
7. Leading events of his reign.
8. Nature of his reign.
9. His personal habits and demeanor.
10. The chief end of his efforts.
11. References.
    - *Barnes.* General History, 260.
    - *Myers.* Outlines of Ancient History, 368—
    - *Willson.* Outlines of History, 197—
    - *F. W. Ricord.* The Empire of Rome, 124—
    - *Merivale.* General History of Rome.
    - *Leighton.* A History of Rome.
    - *Quackenbos.* History of the World.

LESSON XXXVII.

THE COLOSSEUM.

1. Location.
2. When and by whom built.
3. Condition of Rome at the time of building.
4. For what purpose built.
5. The building.
    1. Size.
    2. General plan, &c.
    3. Material, &c.
6. For what purpose used—different games, amusements, &c.
7. Its influence upon Roman civilization
8. When was the last gladitorial combat?
9. References.
    - *Myers.* Outlines of Ancient History, 369, 399, 420, 421.
    - *Barnes.* A Brief History of Rome, 247—
    - *Leighton.* A History of Rome.
    - *Gibbon.* The Decline and Fall of the Roman Empire. Vol. I, 304. Vol. IV, 583.
    - American Cyclopædia.
    - *Chambers.* Library of Universal Knowledge.

LESSON XXXVIII.

CONSTANTINE THE GREAT.

1. His time.
   - 1. Date of his reign .....to.....
   - 2. State of civilization
     - 1. Social position and influence of woman.
     - 2. Amusements.
     - 3. Morality and patriotism.
   - 3. The state of Christianity.
2. His parentage.
3. His education and early training.
4. His conversion to christianity.
5. Changes in the Roman government under the influence of his reign.
   - 1. In seat of government.
   - 2. In the form of government
6. Changes in the Church during his reign:
7. His influence upon the customs and amusements of the people.
8. References.
   - *Maclaine.* Mosheim's Ecclesiastical History, Vol. I, 98-99.
   - *Mombert.* Great Lives, 100—
   - *Myers.* Outlines of Ancient History.
   - *Leighton.* A History of Rome.
   - *Merivale.* General History of Rome.

LESSON XXXIX.

THEODOCIUS THE GREAT.

1. Time of his reign .....to.....
2. Ancestry.
   - 1. Nationality.
   - 2. Parentage.
3. His early training and associations.
4. Circumstances that called him to the throne.
5. Condition of Rome at the beginning of his reign.
   - 1. Strength and patriotism of the army.
   - 2. General character of her population.
   - 3. Her enemies.
6. His method of dealing with the Goths.
7. His attitudes towards the Christians.
8. The disposition of the government at the close of his reign.
9. Why is he an important character in history?
10. References.
    - *Myers.* Outlines of Ancient History.
    - *Barnes.* General History.
    - *Gibbon.* The Decline and Fall of the Roman Empire. See index Vol. V.
    - *Rawlinson.* Ancient History, 593—
    - *Leighton.* A History of Rome, 492.

LESSON XL.

ALARIC.

1. His time.
   - 1. Date ..... to .....
   - 2. Condition of the Roman Empire.
     - 1. Government of.
     - 2. The army.
       - 1. The soldiers, &c.
       - 2. Leading generals.
       - 3. Size and strength.
     - 3. Population.
       - 1. Those who were citizens.
       - 2. Those who were not citizens.
     - 4. As to virtue, valor and patriotism.
   - 3. Condition of the Christian Church.
     - 1. Organization.
     - 2. Divisions,
2. His ancestry.
   - 1. Nationality.
   - 2. Rank.
3. His relations to the Roman government.
4. His conquests.
5. His end.
   - 1. Time and place.
   - 2. Incidents of.
6. His motives and leading chrracteristics.
9. References.
   - *Myers.* Outlines of Ancient History.
   - American Cyclopædia.
   - *Barnes.* A Brief History of Rome, 287-288.
   - *Gibbon.* The Decline and Fall of the Roman Empire, Vol. II, 290, 334-345, 360-368, 399-401.

LESSON XLI.

POPE GREGORY I.—THE GREAT.

1. The title of Pope.
   - 1. The derivation and meaning of the word.
   - 2. Origin.
     - 1. Time.
     - 2. Circumstances and cause.
2. The time of Gregory I.
   - 1. Date ..... to .....
   - 2. The political condition of Europe.
     - 1. The leading nations.
     - 2. Peace or war?
   - 3. The Christian Church.
     - 1. Divisions.
     - 2. Its influences as a governing force in southwestern Europe.
4. His education and early training.
5. His purposes and achievements.
   - 1. During the earlier part of his life.
   - 2. As Pope.
6. His attitude towards the Bishop of Conftantinople.
7. References.
   - *Eaclaine.* Mosheim's Ecclesiastical History, Vol. I, 157, 158, 164, 166 and 169.
   - American Cyclopædia.
   - Chambers's Library of Universal Knowledge.
   - Lippincott's Biogrephical Dictionary.

ESSAY V.

MOHAMMED.

1. His time.
   - 1. Date ..... to .....
   - 2. Political condition of the world.
     - 1. The leading nations.
     - 2. The strongest nation.
     - 3. Whether the nations were generally friendly or at war.
   - 3. The condition of Christianity.
     - 1. Chnrch organization.
     - 2. Extent of membership.
     - 3. Teachings of the Church.
     - 4. The Catholic Church as an element in the government of Europe.
2. Ancestry.
   - 1 Nationality.
   - 2. Parentage.
3. His education and early training.
4. Noted events of his life.
5. His teachings.
   - 1. As related to the old testament.
   - 2. As related to Christianity.
6. The influence of his teachings on civilization.
   - As to progress in the arts and sciences.
   - As to progress in government.
   - As to progress in education.
   - On liberty, &c.
7. His followers.
   - 1. Number.
   - 2. Where found.
   - 3. On what plane of civilization do they live.
8. References.
   - *Myers.* Mediæval and Modern History, 79-84, 95.
   - *George Sale.* The Koran of Mohammed (in English.)
   - *R. Bosworth Smith.* Mohammed and Mohammedanism.
   - *Barnes.* General History.
   - *Maciaine.* Mosheim's Ecclesiastical History, Vol. I, 175.
   - Lippincott's Encyclopedia of Religious Knowledge.
   - *Mombert.* Great Lives.
   - *William Smith.* Hallam's Middle Ages. (Student's series) 302—

LESSON XLII.

CLOVIS—KING OF THE FRANKS.

1. His time.
   - 1. Date .....to.....
   - 2. Condition of southern and western Europe.
     - 1. Political.
     - 2. Social.
   - 3. Condition of the Catholic Church.
     - 1. Extent of organization.
     - 2. Power of the Roman Bishop or Pope.
2. His ancestry.
   - 1. Nationality.
   - 2. Rank.
3. His conversion to Christianity.
   - 1. Time and place.
   - 2. Incidents of.
   - 3. Circumstances and causes.
   - 4. Results.
4. His Achievements.
   - 1. What he accomplished.
   - 2. As due to the aid of the church.
5. His relations to the nation of France.
6. References.
   - *Myers.* Mediæval and Modern History.
   - *Barnes.* General History.
   - *Barnes.* A Brief History of France.
   - *Guizot.* The History of France. Vol. I, 108—
   - Lippincott's Pronouncing Biographical Dictionary.

LESSON XLIII.

FEUDALISM, THE FEUDAL SYSTEM IN EUROPE.

1. Origin.
   - 1. Time.
   - 2. Circumstances and causes.
2. Its nature.
   - 1. Parties, ranks, &c.
   - 2. Relations of the different parties.
   - 3. Feudal ceremonies.
   - 4. Castles.
3. Compounded of Roman and Teutonic elements.
   - 1. Roman.
   - 2. Teutonic.
4. Its influence upon civilization.
5. Its end.
   - 1. Time.
   - 2. Causes.
6. Good results of.
7. References.
   - *Myers.* Mediæval and Modern History, 147-161.
   - *Barnes.* General History, 408—
   - *Guizot.* The History of France. Vol. I, 227-231.
   - *Green.* History of the English people—see index in Vol. IV.
   - The American Cyclopædia.
   - *Guizot.* Concise History of France, 59—

LESSON XLIV.

THE BATTLE OF TOURS.

1. Time.....to.....
2. The battle field.
   1. Location.
   2.
3. The parties engaged.
4. Circumstances and causes.
   1. The condition of Europe.
      1. Political.
      2. Religious.
   2. Condition of the Saracens.
      1. Political.
      2. Social.
      3. Religious.
   3. The purpose of the Saracens.
5. The leaders in the battle.
6. The result.
7. Why an important battle in history? What the probable results if victory had been on the side of the Saracens?
8. References.
   - *Myers.* Mediæval and Modern History.
   - *Creasy.* The Fifteen Decisive Battles of the World.
   - *Collier.* Great Events of History, 67.
   - *Guizot.* The History of France, Vol. I. 154—
   - *Gustave Masson.* Concise History of France 38—

LESSON XLV.

CHARLEMAGNE.

1. Time of his reign.....to.....
2. His personal habits and demeanor.
3. His attitude toward the church.
4. His attitude towards education—illustrate by incidents.
5. The Influence of his reign upon France.
   1. As to extent of territory.
   2. As to form of government.
   3. As to the moral, social and industrial condition of the people.
6. References.
   - *Myers.* Mediæval and Modern History.
   - *Barnes.* General History.
   - *Willard.* Universal History, 203—
   - *Mombert.* Great Lives.
   - *Willson.* Outlines of History, 257—
   - *Masson.* Concise History of France, 42—
   - *Barnes.* A Brief History of France.
   - *R. W. Church.* The Beginning of the Middle Ages, 117.
   - *Guizot.* The History of France, Vol. I. 166—

LESSON XLVI.

CHIVALRY.

1. Origin.
   - 1. Time .....
   - 2. Circumstances and causes.
     - 1. Condition of society.
     - 2. Nature of government.
   - 3. As a combination of forces existing in society at the time.
     - 1. Tutonic regard for woman.
     - 2. The spirit of Christianity.
     - 3. Tutonic love of adventure.
2. Nature and purpose.
3. Different orders, training, &c.
4. Its influence upon civilization.
   - 1. Good.
   - 2. Hurtful.
5. The end of
   - 1. Time.
   - 2. Causes.
6. References.
   - *Myers.* Mediæval and Modern History.
   - *Willson.* Outlines of History, 273—
   - *Barnes.* General History.
   - *Quackenbos.* History of the World, 192—
   - *Guizot.* The History of France, Vol. I, 258—
   - American Cyclopædia.
   - Chambers's Library of Universal Knowledge.
   - *Swinton.* Outlines of the World's History.

LESSON XLVII.

THE CRUSADES.

1. Time 1095 to 1270.
2. Number.
3. Condition of the Church at the beginning of.
   - 1. As related to the State.
   - 2. As to the intelligence of the membership.
   - 3. As to the beliefs and practices.
4. The social condition of Europe at the beginning of
   - 1. Classes of society.
   - 2. General intelligence or ignorance.
   - 3. The condition of the lower classes
     - 1. Their homes.
     - 2. Their privileges and protection.
5. The first Crusade.
   - 1. Time.
   - 2. Causes.
   - 3. Leaders and their companies.
   - 4. Incidents.
   - 5. Results.
6. References.
   - *Myers.* Mediæval and Modern History, 181-200.
   - *Barnes.* General History, 397-399.
   - *Willson.* Outlines of History, 297-298---
   - *Willard.* Universal History, 228---
   - *G. W. Cox.* The Crusades.
   - *Masson.* A Concise History of France, 74-80.
   - *Guizot.* The History of France, Vol. I, 296—
   - American Cyclopædia.
   - Chambers's Library of Uuiversal Knowledge.

LESSON XLVIII.

THE CHILDREN'S CRUSADE.

1. Time
2. Circumstances and causes.
   1. Number and results of previous crusades.
   2. State of society favoring.
3. The Crusaders.
   1. Number.
   2. Age and class.
   3. Nationality.
   4. Their leaders.
4. The ideas and plans of the young crusaders.
5. Route, events, &c.
6. Results.
7. References.
   - *Myers.* Mediæval and Modern History, 209-214.
   - *G. W. Cox.* The Crusades, 222-224.
   - *Jacob Abbott.* Markham's History of France, 124—
   - American Cyclopædia.
   - *Collier.* The Great Events of History, 116—

LESSON XLIX.

NORMANDY.

1. Position, shape and size.
2. Physical features.
   1. Surface.
   2. Climate.
   3. Soil.
3. Settlers.
   1. Nationalities.
   2. Characteristics.
   3. Language.
4. Causes leading to its establishment as a separate province.
   - Norsemen or Northmen—Rollo, &c.
5. Its language in the eleventh century.
6. Its relation to France.
7. Its relation to the English language and institutions.

.6 References.
- *Barnes.* General History, 354—339-341.
- *Myers.* Mediæval and Modern History, 119, 170, 171.
- *Quackenbos.* History of the World, 174.
- *Masson.* Concise History of France, 54.
- American Cyclopædia.
- Chambers's Library of Universal Knowledge.
- *Guizot.* The History of France, Vol. I, 205-210.
- *Abbott.* Markham's France, 53—
- *A. H. Johnson.* The Normans in Europe, 35-37.

LESSON L.

Conquest of Britain by the Angles and Saxons.

1. Time .....to.....
2. The condition of England prior to the conquest.
   1. As to government.
   2. As to education.
   3. As to religion.
3. The conquerors.
   1. Nationality.
   2. Characteristics.
   3. Language.
   4. Purpose.
4. Nature of the conquest.
   1. Territory conquered.
   2. Treatment of the conquered.
5. Incidents and events.
6. References.
   - *Barnes.* General History, 338—
   - *Myers.* Mediæval and Modern History, 23-26.
   - *Lancaster.* History of England, 16—
   - *Montgomery.* The Leading facts of English History, 31—
   - *Green.* History of the English People, Vol. I, 7-27.
   - *Swinton.* Outlines of the World's History.
   - *Quackenbos.* History of the World, 160-162.

LESSON LI.

ALFRED, THE GREAT.

1. His time
   1. Date.....to.....
   2. Condition of England.
      1. Political.
      2. Financial.
      3. Religious.
2. His ancestry.
   1. Parentage.
   2. Race.
   3. Rank.
3. His education, early instruction, &c.
4. Incidents showing his character and tendencies in early life.
5. Noted incidents in his life.
6. His victories.
7. His laws and translations.
8. Nature of his government.
9. References.
   - *Montgomery.* Leading facts of English History.
   - *Lancaster.* A Manual of English History.
   - *Mombert.* Great Lives.
   - *Myers.* Mediæval and Modern History, 125-128.
   - *Green.* History of the English People, Vol. I, 75—
   - *Thomas Hughes.* Alfred the Great.
   - American Cyclopædia.
   - Chambers's Library of Universal Knowledge.
   - *Abbott.* History of Alfred the Great.

LESSON LII.

The Conquest of England by the Normans.

1. Time .....
2. Condition of England.
   - 1. Political.
     - 1. Kind and condition of government.
     - 2. Strength of the nation.
   - 2. Social.
     - 1. Classes.
     - 2. Family—social position of woman.
     - 3. Industries.
3. The conquerors.
   - 1. Nationality.
   - 2. Characteristics.
   - 3. Language.
   - 4. Purpose.
4. Nature of the conquest.
   - 1. Territory conquered.
   - 2. Treatment of the conquered.
5. The decisive battle.
   - 1. The battle field.
   - 2. The leaders.
   - 3. Implements and mode of warfare.
6. References.
   - *Myers.* Mediæval and Modern History.
   - *Lancaster.* A Manual of English History.
   - *Montgomery.* Leading Facts of English History.
   - *A. H. Johnson.* The Normans in Europe, 133-147.
   - *A. H. Welsh.* Development of English Literature, Vol. I, 8—
   - *Green.* History of the English People, Vol. I, 116.
   - *Abbott.* History of William the Conqueror.

LESSON LIII.

THE HUNDRED YEARS' WAR.

1. Time .....to.....
2. Parties.
3. Causes.
4. Prominent leaders.
   - 1. English.
   - 2. French.
5. Decisive battles.
6. Noted incidents.
7. Results.
8. References.
   - *Myers.* Mediæval and Modern History.
   - *Barnes.* General History, 360-367.
   - *Montgomery.* The Leading Facts of English History, 126-131.
   - *Lancaster.* A Manual of English History, 75—
   - *Green.* History of the English People. Vol. I, 417—
   - *Masson.* Concise History of France, 140—
   - *Guizot.* The History of France, Vol. II, 41—
   - *Barnes.* A Brief History of Erance, 72—

ESSAY VI.

MARTIN LUTHER.

1. His time.
   - 1. Date ..... to .....
   - 2. The political condition of Europe.
     - 1. Leading nations.
     - 2. Prominent rulers and their attitude towards one another.
   - 3. The condition of the Catholic Church.
     - 1. Power of the Pope.
     - 2. Ignorance and superstition of the membership.
     - 3. Abusive practices in the church.
   - 4. State of learning in Europe—revival of, &c.
2. His ancestry.
   - 1. Nationality.
   - 2. Parentage.
3. The home of his childhood—his childhood life, &c.
4. His education, school life, &c.—incidents, of.
5. His life in the convent.
6. His standing in the University of Wittenberg.
7. His opposition to the church.
   - 1. Causes.
   - 2. Principal incidents and events.
   - 3. Results.
     - 1. As to Luther.
     - 2. As to the growth of religious liberty.
8. References.
   - *Mombert.* Great Lives.
   - *Myers.* Mediæval and Modern History, 368—
   - *Maclaine.* Mosheim's Ecclesiastical History, Vol. II. 7-13, 13-27.
   - *Barnes.* General History, 438-441.
   - *D'Aubigne.* History of the Reformation, Vol. I, 50-58—, 143-229—, Vol. II, 220-237-242.
   - *James White.* Eighteen Christian Centuries, 423.
   - *C. Geikie.* The English Reformation, 113.
   - *John Frost.* Eminent Christians.
   - American Cyclopædia.
   - Lippincott's Pronouncing Biographical Dictionary.

"Here I stand; I can do no other; may God help me! Amen."

LESSON LIV.

JOAN OF ARC.

1. Her time of life.
   - 1. Date .....to.....
   - 2. Circumstances.
     - 1. Religious condition of France.
     - 2. The social and intellectual condition of the French people.
2. Her ancestry.
   - 1. Class.
   - 2. Parentage.
3. Her education and early employment and associations.
4. The condition of France when she was called into public life.
   - 1. Political.
   - 2. Financial.
   - 3. Condition of the army.
5. Her achievements as a leader of the French army.
6. Her capture, prison life, trial and execution.
7. References.
   - *Myers.* Mediæval and Modern History.
   - *Montgomery.* The Leading Facts of English History, 159.
   - *Barnes.* A Brief History of France, 89—
   - *Guizot.* The History of France, Vol. II, 241—

LESSON LV.

THE ART OF PRINTING.

1. In its first stage.
   - 1. Type.
   - 2. Material, &c.
2. With movable type.
   - 1. Inventors—their names and nationalities.
   - 2. Introduction.
     - 1. Time.
     - 2. First Printers.
     - 3. First books printed.
     - 4. First printing presses.
   - 3. Opposition to its introduction.
     - 1. Opposers.
     - 2. Causes of opposition.
     - 3. Incidents of
   - 4. Results of.
     - 1. As effecting thought and education.
     - 2. As effecting the church.
     - 3. As effecting the spirit of liberty and progress.
3. References.
   - *Quackenbos.* History of the World, 266.
   - Brande's Encyclopædia of Science, Literature and Art.
   - Chambers's Library of Universal Knowledge.
   - American Sunday School Union. Caxton and The Art of Printing.
   - *Montgomery.* The Leading Facts of English History, 167.
   - *Green.* History of the English People, Vol. II. 53.

LESSON LVI.

ISABELLA OF CASTILE.

1. The time in which she lived.....to.....
2. Her education and early associations.
3. Condition of the world during her time.
   - 1. The part known to civilization.
   - 2. The leading nations.
   - 3. The state of liberty.
     - 1. Political.
     - 2. Religious.
   - 4. The state of Intelligence.
     - 1. General education.
     - 2. Notions of the earth—its shape, motions, &c.
4. Her personal appearance and general characteristics.
5. Her station and possessions at the time of marriage.
6. Result of her marriage to Ferdinand as effecting Spanish power.
7. Her relations to the discoveries in America.
9. References.
   - *Myers.* Mediæval and Modern History
   - *Prescott.* Ferdinand and Isabella.
   - *Lossing.* Cyclopædia of United States History.

LESSON LVII.

CHRISTOPHER COLUMBUS.

1. His nationality and parentage.
2. His education and early employment.
3. The condition of the world during his time.
   - 1. The part known to civilization.
   - 2. The leading European nations.
   - 3. Condition of the Christian church.
     - 1. Intelligence of the clergy.
     - 2. Nature of the teachings.
     - 3. Power of the Pope.
   - 4. General ideas of the earth—its shape, motion, &c.
4. His first voyage to America.
   - 1. Time ..... to .....
   - 2. Route.
   - 3. Incidents and discoveries.
   - 4. His return—what he brought—his reception, &c.
5. The effects of his discoveries.
   - 1. Upon the spirit of adventure.
   - 2. Upon the prevailing idea as to the earth's shape, &c.
   - 3. Upon commerce.
   - 4. Upon thought.
6. References.
   - *Myers.* Mediæval and Modern History.
   - *Prescott.* Ferdinand and Isabella. (See index, Vol. III.)

LESSON LVIII.

VASCO da GAMA.

1. His nationality and rank.
2. Condition of the world during his time.
   1. Part known to civilization.
   2. Leading nations.
   3. Education and general intelligence.
   4. As to generally accepted ideas of the earth—its shape, motions, &c.
   5. The power and influence of the Pope.
3. His voyage to India.
   1. Time ..... to .....
   2. The route.
   3. Circumstances and purpose.
   4. Incidents and discoveries.
   5. Effects
      1. On the traffic of the Mediterranean.
      2. On commerce in general.
      3. On the centers of trade.
4. References.
   - *Myers.* Mediæval and Modern History, 352.
   - American Cyclopædia.
   - *Barnes.* General History, 426
   - *Willson.* Outlines of History, 321.

LESSON LIX.

MAGELLAN.

1. His nationality and parentage.
2. His education, early training, occupation, &c.
3. Condition of the world during his time.
   1. Leading nations.
   2. General education.
   3. Parts of the world known to civilization.
   4. Astronomical and Geographical notions.
   5. Relations of the church to the State.
   6. The presumptions and influence of the Pope.
4. His voyage around the globe.
   1. Time ..... to .....
   2. Circumstances
      1. Pope Alexander's meridian—the Pope's gift.
      2. The spice islands, &c.
   3. The fleet—under what flag, &c.
   4. The route.
   5. Incidents and discoveries.
   6. Effects.
      1. On Astronomical notions and theories.
      2. On thought in general.
      3. On religious notions, the influence of the church, &c.
      4. On commerce.
5. References.
   - *Myers.* Mediæval and Modern History, 353—
   - *Lossing.* Cyclopædia of U. S. History, Vol. II, 835, 1117.

LESSON LX.

CHARLES I. OF SPAIN, V. OF GERMANY.

1. The time in which he lived, ... to .....
2. His ancestry.
   - 1. Nationality.
   - 2. Parentage.
     - 1. Parents.
     - 2. The four houses represented.
3. His education, place of school-life, &c.
4. The condition of Europe during his reign.
   - 1. The leading nations.
   - 2. The state of individual liberty.
     - 1. Religious.
     - 2. Political.
   - 3. State of intelligence.
   - 4. State of Christianity.
     - 1. Catholicism.
     - 2. Protestantism.
5. His empire.
   - 1. When he came to the throne.
     - 1. Territory and resources.
     - 2. The nature of the government.
   - 2. When he left the throne.
     - 1. Territory and resources.
     - 2. Condition of the government.
6. His attitude towards the Protestant movement.
7. His abdication, last years of his life, &c.
8. References.
   - *Prescott.* History of the Reign of Philip the Second, Vol. I, 1-24. 270—
   - *Myers.* Mediæval and Modern History.
   - *Motley.* The Rise of the Dutch Republic, Vol. I, 56-77-80, 97, 102-107-118.

LESSON LXI.

HENRY VIII. OF ENGLAND.

1. Time of his life ..... to .....
2. Education, training, early characteristics and personal appearance.
3. Condition of Europe during his reign.
   - 1. Leading nations and their rulers.
   - 2. The state of liberty.
     - 1. Religious.
     - 2. Political.
   - 3. State of intelligence.
     - 1. General education.
     - 2. Sciences, &c.
   - 4. State of the church.
     - 1. Catholic.
     - 2. Protestant.
4. His quarrel with the Pope.
   - 1. Cause and incidents.
   - 2. Results.
5. His friendship for Francis I.—incidents of.
6. References.
   - *Myers.* Mediæval and Modern History.
   - *Montgomery.* The Leading Facts of English History.
   - *Lancaster.* A Manual of English History.
   - *Green.* History of the English People.

LESSON LXII.

Tetzel and the Sale of Indulgences.

1. Time .....to.....
2. The character and the office of Tetzel.
3. The character and purpose of Pope Leo.
4. Tetzel in his passage through the country.
   1. His associates.
   2. His mode of travel.
   3. His display.
   4. His reception into the towns.
   5. Incidents.
5. The indulgences.
   1. Classes and nature.
   2. Prices.
   3. By what authority granted.
   4. How regarded by the masses.
   5. By whom opposed.
6. Results of the enterprise.
7. References.
   - *Maclaine.* Mosheim's Ecclesiastical History, Vol. II, 14—
   - *Myers.* Mediæval and Modern History, 366—
   - *D'Aubigne.* History of the Reformation, Vol. I, 238—
   - Eighteen Christian Centuries, 425—
   - American Cyclopædia.

LESSON LXIII.

THE SPANISH ARMADA.

1. Definition.
2. Its size and influence.
3. Why sent against England.
4. Its defeat.
   1. Time and place.
   2. Circumstances.
      1. Leading nations of Europe.
      2. The leading rulers.
      3. Relations of Spain to England.
   3. Incidents of the battle.
   4. Causes of the defeat.
   5. Effects of
      1. Upon Spain.
      2. Upon England.
5. Its end.
6. References.
   - *Lancaster.* History of England.
   - *Myers.* Mediæval and Modern History, 431-433.
   - *Green.* History of the English People, Vol. II, 432—
   - *Montgomery.* The Leading Facts of English History, 220.
   - *Motley.* The United Netherland. See index, Vol. IV.

ESSAY VII.

WILLIAM OF ORANGE I (THE SILENT).

1. Time of his life .....to.....
2. Ancestry. { 1. Nationality. 2. Parentage.
3. Why called William of Nassau, William the Silent.
4. His education, early occupation and associations.
5. His wealth, manner of living, &c.
6. The condition of Europe during his life. { 1. The leading nations. 2. Reform movement. 3. The prominent rulers. 4. The relations of England and Spain.
7. Condition of the Netherlands of the accession at Philip II. { 1. As to commerce and manufacturing. 2. As to religious sentiment. 3. National enemies of. 4. National friends of.
8. The Spanish army sent against the Netherlands. { 1. Its character. 2. Its purpose. 3. Its depredations.
9. Incidents showing the patriotism and self-denying efforts of William.
10. His death—circumstances and incidents of.
11. Relations of his efforts to republican institutions and individual liberty.
12. References. { *Myers*. Mediæval and Modern History, 444-452. *Motley*. The United Netherlands. Vol. 1, 1— *Motley*. Rise of the Dutch Republic. Vol. 1, 106, 201, 203. See index Vol. III. American Cyclopædia. Lippincott's Biographical Dictionary. Chambers's Library of Universal Knowledge. *Barnes*. General History.

"*As long as there is a living man left in the country, we will contend for our liberty and our religion.*"

"*Better a drowned land than a lost land.*"

LESSON LXIV.

QUEEN ELIZABETH.

1. The time of her reign.....to.....
2. Her education and early training.
3. Her church and her attitude towards other churches.
4. Condition of England.
   - 1. At commencement of her reign.
     - 1. Political—standing among other nations
     - 2. Financial.
     - 3. Industrial.
     - 4. Religious.
     - 5. As to her navy.
   - 2. At the close of her reign.
     - 1. Political.
     - 2. Financial.
     - 3. Industrial.
     - 4. Religious.
     - 5. As to her navy.
5. Her attitude towards Philip.
6. Her attitude towards the Netherlands.
7. Her influence upon the Protestant movement.
8. References.
   - *Myers.* Mediæval and Modern History, 424-434.
   - *Green.* History of the English People, Vol. II, 224—
   - *Montgomery.* The Leading facts of English History, 208-222.
   - *Motley.* The Rise of the Dutch Republic. See index, Vol. III.

LESSON LXV.

THE NETHERLANDS.

1. Position, shape and size.
2. The original condition of.
3. The dyke system.
   - 1. Description of.
   - 2. Origin of.
     - 1. Time.
     - 2. Circumstances and causes.
4. The early inhabitants.
   - 1. In the North
     - 1. Race.
     - 2. Customs and characteristics.
   - 2. In the South.
     - 1. Race.
     - 2. Dress and characteristics.
5. Rivers, canals, &c.
6. Condition at the beginning of the sixteenth century.
   - 1. Cities and towns.
   - 2. Rural scenery.
   - 3. Intelligence.
   - 4. Industries.
7. References.
   - *Young.* History of the Netherlands, 12 –
   - *Myers.* Mediæval and Modern History, 437—
   - Lippincott's Pronouncing Gazetteer of the World.
   - *Motley.* The Rise of the Dutch Republic, Vol. I, 1-11.

LESSON LXVI.

THE INQUISITION.

1. Origin.
   1. Time and place.
   2. Circumstances and purpose.
2. The Heresy-hunters.
3. Inquisitors.
4. Modes of trying the accused.
5. Modes of punishment.
   1. Machines of torture.
   2. Modes of putting heretics to death.
6. Incidents showing its extensive use and influence.
7. Its end.
   1. Time.
   2. Causes of.
8. References.
   - *Myers.* Mediæval and Modern History, 319-320, 374-376.
   - American Cyclopædia.
   - Chambers's Library of Universal Knowledge.
   - *Maclaine.* Mosheim's Ecclesiastical History, Vol. I, 373, 403.
   - Lippincott's Encyclopædia of Religious Knowledge.
   - American Sunday School Union. The Inquisition in Spain and other countries.
   - *Backhouse.* Witnesses for Christ, Vol. I, 344—Vol. II, 457, 490—

LESSON LXVII.

MASSACRE OF ST. BARTHOLOMEW.

1. Time.....
2. The originator and instigator.
   1. Name and characteristics.
   2. Purpose of.
3. Its nature.
   1. Number killed.
   2. Time and method of the butchery.
4. Circumstances and incidents of.
5. How regarded by Philip II. of Spain.
6. How regarded by the Pope.
7. Its influence upon the cause of the Huguenots.
8. Its influence upon the Protestant movement in general.
9. References.
   - *Collier.* The Great Events of History, 204—
   - *Myers.* Mediæval and Modern History, 464-466.
   - *Barnes.* Brief History of France, 130-131.
   - *Swinton.* Outlines of the World's History.
   - American Cyclopædia.
   - Chambers's Library of Universal Knowledge.
   - *Motley.* The Rise of the Dutch Republic, Vol. II, 84—

LESSON LXVIII.

THE SIEGE OF LEYDEN.

1. The city before the seige.
   1. Its location.
   2. Its canals, streets, Hengiest tower,&c.
   3. The surrounding country and its scenery.
2. The Siege.
   1. The forces in the city.
   2. The Spanish forces.
   3. The position of William the Silent.
   4. The main reliance of the city.
      1. Stout hearts within the wall.
      2. Sleepless energy of Wm. the Silent without.
   5. Exhortations and conduct of William.
   6. Patriotism.
      1. Of the people of Holland—illustrated by incidents and expressions.
      2. Of the people of Leyden—illustratred by incidents and expressions.
   7. Events and incidents of the siege.
   8. End of the siege.
      1. Causes.
      2. Incidents of.
      3. Results.
   9. References.
      - *Myers.* Mediæval and Modern History, 446-448.
      - *Motley.* The Rise of the Dutch Republic Vol. II. 529-580.
      - *Barnes.* General History.

LESSON LXIX.

JAMES I. OF ENGLAND, VI. OF SCOTLAND.

1. Time of reign ..... to .....
2. Ancestry.
   1. Parentage.
   2. Nationality and House.
3. His position prior to being king of England.
4. The influence of his reign upon the condition of England.
   1. Powers of parliament.
   2. Financial.
   3. As to religious liberty.
   4. Power of the crown.
5. Colonization in America during his reign.
6. His relations to the government of Scotland.
7. Incidents and events of his reign.
8. His leading motives and characteristics.
9. References.
   - *Lancaster.* A Manual of English History.
   - *Montgomery.* The Leading Facts of English History.
   - *Green.* History of the English People. See index in Vol. IV.

LESSON LXX.

CARDINAL RICHELIEU.

1. Time..... to .....
2. Nationality, parentage, &c.
3. His education, religious notions, &c.
4. His early occupation.
5. In his relations to the government of France.
   1. His office.
   2. His policy and efforts.
   3. His influence upon the crown and the government.
6. His relations to the church.
7. His part in the Thirty Years' War.
8. His end, popularity, &c.
9. His leading motives and characteristics.
10. References.
    - *Barnes.* A Brief History of France, 150-156.
    - *Myers.* Mediæval and Modern History, 469-472, 485-491.
    - *Masson.* Concise History of France, 338—
    - *Guizot.* The History of France, Vol. IV, 33-164.

LESSON LXXI.

GUSTAVUS ADOLPHUS.

1. His time .....to.....
2. Nationality and parentage.
3. Condition of Europe during the last few years of his life.
   1. The leading nations and their rulers.
   2. The state of the Protestant movement.
      1. In England.
      2. In the Netherlands.
      3. In France.
      4. In Germany.
4. His part in the Thirty Years War.
   1. Time engaged .....to.....
   2. His purpose.
   3. His achievements.
   4. Incidents and events.
5. His death.
   1. Time and place.
   2. Incidents.
6. His prominent characteristics.—Illustrate.
7. References.
   - *Myers.* Mediæval and Modern History, 480-483.
   - *Masson.* Concise History of France, 357.
   - *Maclaine.* Mosheim's Ecclesiastical History, Vol. II, 185.
   - *Swinton.* Outlines of the World's History, 365—
   - *Quackenbos.* History of World, 311—
   - *Yonge.* Young Folk's History of Germany, 337—
   - *Guizot.* The History of France, Vol. IV, 116.
   - Lippincott's Pronouncing Biographical Dictionary.

LESSON LXXII.

OLIVER CROMWELL.

1. His time .....to.....
2. Nationality and rank.
3. His education, early tendencies and associations.
4. His early occupation.
5. Condition of England.
   - 1. In 1649.
     - 1. Political.
     - 2. Financial and industrial.
     - 3. Moral and religious.
   - 2. At his death.
     - 1. Political.
     - 2. Financial and industrial.
     - 3. Moral and religious.
6. His character and influence.
   - 1. As a soldier and general.
   - 2. As a statesman.
7. His army.
8. Some of the noted events of his life.
9. The influence of his life.
   - 1. Upon England.
   - 2. Upon the colonies in America.
10. References.
    - *Green.* History of the English people. See index, Vol. IV.
    - *Montgomery.* The Leading Facts of English History.
    - *Macaulay.* The History of England. See index of last volume.
    - *Myers.* Mediæval and Modern History.
    - *Lancaster.* A Manual of English History.

LESSON LXXIII.

EDICT OF NANTES.

1. Time of existence as a law ..... to .....
2. Publication of.
   - 1. Time and author.
   - 2. Circumstances and causes.
   - 3. Purpose.
3. Its nature.
4. Its influence upon the Protestant movement in France.
5. Its Revocation.
   - 1. Time.
   - 2. Circumstances and causes.
   - 3. By whom revoked.
   - 4. Nature of the act of revocation.
   - 5. Results
     - 1. As effecting the Huguenots.
     - 2. As effecting Fracne.
     - 3. As effecting other countries
6. References.
   - *White.* Eighteen Christian Centuries, 483—
   - *Barnes.* A Brief History of France.
   - *Guizot.* The History of France, Vol. III, 444, Vol. IV, 70-334.
   - *Myers.* Mediæval and Modern History, 468-496.
   - *W. C. Martyn.* A History of the Huguenots, 459-474-503-515.

ESSAY VIII.

THE FRENCH REVOLUTION.

1. Time..... to .....
2. Circumstances and causes.
   - 1. The reign of Louis XV.
     - 1. Time ..... to .....
     - 2. The character and deportment of Louis.
     - 3. His court.
     - 4. John Law's financial scheme—its effects, &c.
   - 2. Character of Louis XVI.
   - 3. The nature of French Philosophy.
   - 4. The general condition of France.
     - 1. The condition of the nobility.
     - 2. The condition of the masses.
     - 3. The financial condition.
     - 4. Taxes and mode of taxation.
     - 5. Relation of the peasant to the nobility.
     - 6. Nature and influence of the church.
   - 5. The influence of the American Revolution
3. Parties and leaders.
4. Steps into the revolution.
   - 1. Calling of the States-General.
   - 2. The National Assembly.
   - 3. The Revolutionary Commune of Paris.
   - 4. The National Guards.
   - 5. Storming the Bastile.
   - 6. The abolition of privileges.
   - 7. "To Versailles."
5. Incidents and events of.
6. Effects of.
   - 1. Upon the condition of society.
   - 2. Upon the government.
7. As an object lesson for the statesman.
8. References.
   - *Barnes.* A Brief History of France, 199—
   - *Myers.* Mediæval and Modern History, 577-621.
   - *Barnes.* General History, 536-547.
   - *Guizot.* The History of France, Vol. VI.
   - *Swinton.* Outline of the World's History.
   - *Quackenbos.* History of the World, 395-404.
   - *Andrews.* Institutes of General History, 347-391.
   - *Willson.* Outline of History, 445-475, 833-845.
   - *Morris.* The French Revolution.
   - *Carlyle.* History of the French Revolution.
   - *Edmund Burke.* Reflections on the French Revolution.

"After us the deluge."

LESSON LXXIV.

PETER THE GREAT.

1. His time.
   - 1. Date ..... to .....
   - 2. Political condition of Europe.
     - 1. Leading nations.
     - 2. Prominent rulers.
     - 3. Peace or war.
3. His boyhood, education, early tendencies, &c.
4. The condition of Russia at the commencement of his reign.
   - 1. Territorial.
   - 2. Political.
     - 1. Nature of government.
     - 2. Relation to other nations.
   - 3. Social and industrial.
   - 4. Religious and educational.
5. His visit to western Europe.
   - 1. Time ..... to .....
   - 2. Incidents of.
   - 3. What he accomplished.
6. His reforms.
7. Incidents showing his characteristics.
8. Change in Russia during his reign.
   - 1. Territorial.
   - 2. Political.
   - 3. Social.
   - 4. Industrial.
9. References.
   - *Mombert.* Great Lives.
   - *Rambaud.* The History of Russia (Translated by L. B. Lang) see index Vol. II.
   - *Myers.* Mediæval and Modern History, 552.
   - *Quackenbos.* History of the World, 357.
   - American Cyclopædia.

LESSON LXXV.

FREDERICK WILLIAM I.

1. The time of his reign .....to.....
2. His parentage.
3. His characteristics, eccentricities, &c.
4. His giants.
5. His tobacco parliament.
6. His notions in regard to education.
7. His leading purpose and policy.
8. His domestic habits and deportment.
9. The influence of his reign on Prussia.
   - 1. As to finance.
   - 2. As to social customs.
   - 3. As to the army.
10. References.
    - *Barnes.* General History.
    - *Myers.* Mediæval and Modern History, 570-572.
    - *Macaulay.* Essays, Vol. II, 107.
    - Lippincott's Pronouncing Biographical Dictionary.

LESSON LXXVI.

FREDERICK II., THE GREAT.

1. His time of reign .....to.....
2. His parentage.
3. His education and early tendencies.
4. Incidents of his early life.
5. His part in the war of the Austrian Succession.
6. His part in the Seven Years' War.
7. His part in the dismemberment of Poland.
8. The effects of his reign upon Prussian power.
9. His leading motives and prominent characteristics.
10. References
    - *Myers.* Mediæval and Modern History, 572—
    - *Macaulay.* Essays, Vol. II, 657.
    - American Book Exchange. Acme Biography.
    - *Mombert.* Great Lives.
    - *Barnes.* General History, 527.
    - American Cyclopædia.

LESSON LXXVII.

GEORGE WASHINGTON.

1. His time.
    - 1. Date ..... to .....
    - 2. Leading nations of Europe.
    - 3. Condition of England.
        - 1. Political parties.
        - 2. Power of Parliament.
        - 3 Power of the crown.
    - 4. Condition of France.
        - 1. Political parties.
        - 2. Rights of the people.
        - 3. Power of the crown.
        - 4. Condition of society.
    - 5. Relations of England to France.
        - 1. As to good will and peaceable relations.
        - 2. As to comparative strength.
2. His parentage and state of nativity.
3. His education and early employment.
4. Incidents showing his early characteristics and tendencies.
5. His achievements.
    - 1. As a general.
    - 2. As a statesman and ruler.
6. Incidents illustrating his ruling motives and leading characteristics.
7. The influence of his life and efforts on the democratic sentiment of Europe.

LESSON LXXVIII.*

NAPOLEON BONAPARTE.

1. His time .....to.....
2. Condition of France during his boyhood and youth.
   1. Nature of the government.
   2. Condition of the lower classes.
   3. Financial condition.
   4. Religions, infidelity, &c.
3. His nationality and parentage.
4. His education, early tendencies, general appearance, &c.
5. His part in the French Revolution.
6. His Italian campaign.
   1. The route.
   2. His first speech to his soldiers.
   3. Result of the campaign.
7. His expedition to Egypt.
   - Purpose.
   - Incidents.
8. The coup d'etat.
9. His Russian campaign.
   - Incidents of.
   - Results.
10. On the Island of Elba.
11. His return from Elba to Paris.
    - Circumstances.
    - Incidents.
12. His return from Waterloo.
13. On the Island of St. Helena, his death, &c.
14. The secret of his power.
15. References.
    - *Barnes.* A Brief History of France, 192, 222—
    - *Myers.* Mediæval and Modern History.
    - *Guizot.* The History of France, Vol. VI. See index Vol. VIII.
    - *Barnes.* General History, 547.
    - Lippincott's Pronouncing Biographical Dictionary.
    - *Mombert.* Great Lives.
    - *W. H. D. Adams.* Washington and other great military commanders.
    - *W. Hazlitt.* Life of Napoleon Bonaparte.

"*There shall be no Alps.*"

*May be more conveniently taken in two lessons.

LESSON LXXIX.

STEAM NAVIGATION.

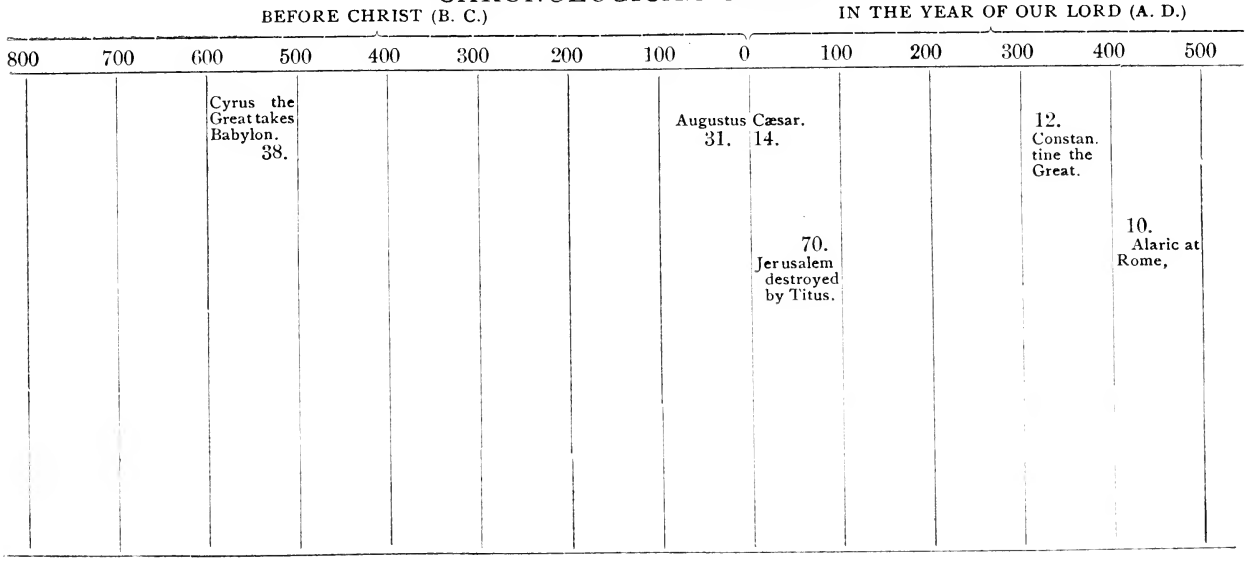
- 1. Invention.
  - 1. Time .....
  - 2. Leading inventors.
    - 1. Name and nationality.
    - 2. Their efforts, failures, successes, &c.
  - 3. The first steamboat.
    - 1. The inventor and owner.
    - 2. Name and description of boat and line of operation.
    - 3. Time of first trip, incidents, &c.
  - 4. The first steamship.
    - 1. Inventor and owner.
    - 2. Name, description, line of operation, &c.
    - 3. Time of first trip, incidents of, &c.
- 2. General introduction and use.
  - 1. Time .....
  - 2. Effect of
    - 1. On commerce.
    - 2. On travel.
    - 3. On trade, general business centers, &c.
- 3. Improvements.
  - 1. As to size.
  - 2. As to comfort.
  - 3. Speed, &c.
- 4. References
  - *McMaster.* History of the People of the United States, Vol. I, 50, 222, 412, 433, 436; Vol. II, 77, 79.
  - *Helen A. Smith.* One Hundred Famous Americans, 5-8.

LESSON LXXX.

STEAM RAILROADS.

- 1. First introduction.
  - 1. Early inventions and experiments in England.
    - 1. Parties to.
    - 2. Incidents.
    - 3. Failures, successes, &c.
  - 2. The first steam railroad in America.
    - 1. Where and when built.
    - 2. Structure.
  - 3. The first train.
    - 1. Description of.
    - 2. Capacity for passengers and freight.
    - 3. Speed, &c.
- 2. General introduction and use.
  - 1. Time .....
  - 2. Into what country first introduced.
  - 3. Effects of.
    - 1. Upon transportation and trade.
    - 2. Upon travel.
    - 3. Upon the location and growth of cities.
    - 4. Upon wealth and civilization.
- 3. References.
  - *Kennedy.* Wonders and Curiosities of the Railway, 1-5, 6-29, 30-67, 114—
  - *Lossing.* Cyclopædia of United States History.
  - *Myers.* Mediæval and Modern History.

CHRONOLOGICAL CHART.



As a review exercise let each member of the class prepare a chart after the above plan. The size of the chart will vary according to the period of time which it is intended to represent and the space given to each century. In a ten foot chart two and one-half inches may be allowed to the century and the chart cover a period extending from the early events of authentic history to the present time.

In filling out the chart the pupils should be allowed to record only those subjects that they have studied. To do more is apt to result in confusion of ideas. The completion of the chart may be effected in the future persuit of historic study.

HISTORY OF THE UNITED STATES.

ASSIGNMENT OF FIRST LESSON.*

We are to study the History of the United States. What can be said of this country of ours, class? What is its standing—its influence among the nations?

"It is a great nation."

In what ways is this country a great nation? who will tell us? Hands up! James may tell us.

"This is a great country because it has an extensive territory and a large population."

Yes; and in what other way is it a great country? Mary, please tell us.

"It has a rich soil and a good climate."

Very Good. What else, Frank?

"The United States has a good government."

Correct. No nation has a better government than the United States. Who will tell us something else that makes the United States a great nation? What does Anna say?

"It is a great nation because it has a good class of people in it."

* Having studied the topical lessons given in the preceeding course the pupils are prepared to persue the subject of United States History by a more systematic and philosophical method. They are now ready to give more attention to the *relations* of events as *causes* and *effects*, and to the spiritual and physical agencies that operate in the development of a civilization and determine the nature of its government and institutions.

The philosophical method of historical study is the natural method. The skill and ingenuity of the teacher will give inspiration to the class and direct it in its proper lines of research.

Next to a good library the means and opportunities at the hands of the teacher are the analysis of the subject, the assignment of the lesson and the discussion of the subject-matter in the recitation. Of these the assignment of the lesson must not be deemed of secondary importance. Each teacher should be an embodiment of his own method. The model here given can be only suggestive. The end to be sought is, 1st. that the pupils shall become interested in the subject of the lesson and have a desire to know more about it. 2d That they have a definite idea of what they are to do in the preparation of the lesson, and 3d. that they have sufficient understanding as to the sources of information,

That is correct. No country has a better class of people in it than the United States. No people have a higher standard of civilization than ours.

Is this an old or a new country, class?

"It is a new country."

Correct. Our government is only about one hundred years old. It is the youngest of the principal nations of the earth; yet in all best things it is equal to the greatest of them. Why is this the case? Is it because our country has a superior territory or the more favorable situation, or is it because it has been more fortunate in the circumstances of its settlement and growth? We shall not hope to answer these questions at this time, but must look to the history of the country for the story of its development and the causes of its greatness. To learn this story, then, and to find answers to these and other like questions is the purpose for which this class has been formed.

You say the United States is a great nation because it has a large and rich territory. How many of the class think that the territory and climate of a country have an influence upon the institutions and industries of the people who live in it? Hands up!

You who have your hands up are right. On our broad prairies the country is level, the soil rich and the climate mostly temperate; what may we expect to find as the chief industries of the people who live there?

"Farming and raising stock."

Very well. In the New England States the land is hilly and rough, the soil poor, and the creeks and rivers run rapidly over their rocky beds. What may we expect to find the people doing in New England, Henry?

"Manufacturing."

Very good. What else, Waldo?

"They will be farming too."

Very well. What does Lucy say?

"Some will be fishing also."

Why may we expect to find some fishing?

"Because there are many good fish in some of the waters belonging to the New England States."

In Mexico and South America the climate is warm and the people do not have to work very hard to get food, and do not require much clothing or very substantial houses to keep them comfortable. What kind of people shall we find in Mexico or South America?

"Indolent people."

Very well.

"Lazy people."

Yes, that is much the same as indolent.

"Black people."

Why dark colored people, Lizzie?

"Because a warm climate makes the skin dark."

What do you say now, class; do the natural conditions of a country have anything to do with the industries and characteristics of the people?

"They do."

Then we will take for our first lesson something of the Physical Geography of the United States.

Where is the United States situated, class?

"It is situated in North America."

Can we understand the physical features of the United States without some knowledge of North America?

"We cannot."

We will then have our lesson extend over North America, and I will write on the black-board, as the subject of our first lesson: North America. What do we wish to learn of North America, class? Do the shape and position of a country bear any relation to the character and history of its people?

"They do."

Then as the first topic to be considered under the subject of North America, I will write: Shape and position. After shape and position, what shall we next write as a topic for study?

"Its surface." "The coast line."

What does the coast line have to do with the history of a country, Alice?

"By a knowledge of the coast line we can tell where the best harbors are, and good harbors have towns located on them."

Yes, and in the settlement of a country the first colonies are generally founded in the vicinity of good harbors. For a second topic I will write: Physical features as a more general topic, and under the head of physical features I will write: 1. Coastline; 2. Surface, with its subdivisions of mountains, low-lands, &c.; 3. Waters, and 4. Climate.

What shall be another general topic, Lucy?

"What the country produces."

Very good. As a *third* topic we will write: Products and natural resources, and *fourth*, as closely related to the third topic, we will want to study the leading industries of the country. As a *fifth* topic under the subject North America, we will write: Political divisions. I shall want you to tell us: 1. What is meant by a political division and wherein it differs from a natural division; 2. Give the names of the different political divisions and tell their relative positions; and 3. Give some of the causes that lead to the political divisions of a country. As a *sixth* and last topic in the lesson, I will ask you to name the four largest cities in the United States, and give: 1. The location of these different cities, and 2. Some of the influences or causes that determined their location and favored their growth. * * * *

HISTORY OF THE UNITED STATES.

LESSON I.

NORTH AMERICA.*

1. Shape and position.
2. Physical features.
   1. Coast-line.
   2. Surface.
      1. Mountain systems.
      2. Plains.
      3. Low lands.
   3. Waters.
   4. Climate.
3. Products and natural resources.
4. Leading industries.
5. Political divisions.
   1. Definition—How different from a natural division.
   2. Causes leading to.
   3. Name the different political divisions and give their relative positions.
6. The four largest cities in the United States.
   1. Name and location.
   2. Causes that determined their location and favored their growth.
7. References.
   - *Gray.* National Atlas, 11-13.
   - *Barnes.* Complete Geogoaphy, 30-32.
   - *Guyot.* Physical Geography, 120-121.
   - *Maury.* Manual of Geography, 20-22.
   - American Cyclopædia.
   - *Maury.* Physical Geography, 205-208.
   - Appleton's Physical Geography, 22-24.

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* The subject-matter as given in the different lessons may be varied and suited to the advancement of the class and the sources of information to which the pupils have access.

In some cases it may be found advisable to divide the topics of the analysis and provide for two lessons on the subjeet instead of one. In history as in other branches of study a common error is to assign too much for a lesson.

Until the pupils become somewhat acquainted with the different books of reference and learn how to use them the references should be made explicit by giving volume, page, &c.

Careful attention given at the beginning in showing the pupils how to study, will give rich returns in the way of a good start and satisfactory work through the term.

It is generally more satisfactory to begin with a few references. As the class advances the scope of reference should be widened and a more exhaustive research encouraged. In the following lessons the matter of the references has been left mainly with the teacher who can judge best of the capacity of the class and the opportunities for research.

LESSON II.

THE UNITED STATES.

1. Shape and position.
2. Physical features.
   1. Surfrce.
      1. Mountains.
      2. Plains.
      3. Low lands.
   2. Coast-lines and harbors.
   3. Waters.
      1. Rivers and river systems.
      2. Lakes.
   4. Climate.
3. Political divisions.
4. Products, natural resources, &c.
5. Industries.
6. Inhabitants.
   1. Number.
   2. Classes or nationalities.
   3. Marks of distinction between the different nationalities.
   4. Why so many different nationalities in the United States?
7. Kind of Government.

LESSON III.

THE RED MEN.

1. Why called Indians.
2. Their leading characteristics.
3. Their industries, occupations, &c.
4. Their religion, system of worship, &c.
5. Their education, language and literature.
6. Their systems of government.
7. Manners and customs.
   1. The home.
   2. The position and influence of woman.
   3. Marriages and marriage relations.
   4. Funerals, &c.
   5. Amusements—games, &c.
8. Their origin and history.
9. Their relations to the United States government.
10. References.
    - *Bancroft.* History of the U. S., Vol. I, 80—
    - *Taylor.* Model School History, 19—
    - *Ridpath.* History of U. S., 11-14.
    - *Quackenbos.* History of U. S., 31-42.
    - *Lossing.* Outline History of U. S., 15-18.
    - *Scott.* School History of U. S., 8-13.
    - *Edward Eggleston.* History of United States and its people, 71-78.
    - *McMaster.* A History of the people of the United States, Vol. I, 5-8—

ESSAY I.*

CHRISTOPHER COLUMBUS.

1. The time in which he lived .....to.....
2. His ancestry.
   1. Parentage.
   2. Nationality.
3. The condition of the world during his time
   1. The part known to civilization.
   2. The leading nations.
   3. The kinds of government.
   4. The condition of the Christian Church.
      - *a.* Intelligence of the clergy.
      - *b.* The nature of their teachings.
      - *c.* Relations of the church to the state.
   5. The state of individual liberty.
      - Political.
      - Religious.
   6. The state of intelligence.
      - *a.* General education.
      - *b.* Notions of the earth's shape, motions, &c.
   7. Occupations of the people.
4. His education and early associations.
5. His religion, notions of astronomy, &c.
6. His struggles against opposition.
7. His voyages—especially the first.
8. His leading motives and characteristics.
9. References.
   - *Prescott.* Ferdinand and Isabella, Vol. II, 114-166, 460; Vol. III, 252.
   - *Lossing.* Cyclopædia of United States History.
   - *Mombert.* Great Lives.
   - *Barnes.* General History, 426.
   - Mosheim's Ecclesiastical History, Vol. II, 7-13.
   - *Myers.* Mediæval and Modern History, 320-321, 351-352.
   - *C. Geikie.* The English Reformation, 66—
   - *Painter.* A History of Education, 93-118.
   - *D'Aubigne.* History of the Reformation, Vol. I, 50-68.
   - *R. H. Labberton.* New Historical Atlas.
   - *Abbott.* The Romance of Spanish History 190-202, 253-271.

*In the department of United States History the series of essays is designed to serve a two-fold purpose: First, to bring before the class the most important parts of collateral history, and second to secure a more extensive and thorough study of the central subjects of United States History than is likely to be obtained through ordinary study and recitation. Therefore to omit or neglect the essays would be to leave out essential links in the chain.

It is not expected that the writer will follow strictly the order of the analysis. Yet it is desirable that the essay shall cover the subject-matter outlined in the topics. The essays should be prepared and handed, in neat form, to the teacher for examination. After which they should be returned to the pupils, and by them read in the presence of the class

LESSON IV.

CORTEZ.

1. Rank and nationality.
2. His occupation and labors in the earlier part of his life.
3. His conquests in Mexico.
   1. Time .....to.....
   2. Territory, &c., conquered.
      1. Territory.
      2. Cities.
   3. His outfit.
   4. His mode of travel.
   5. Noted events.
   6. Principal achievements.
   7. The characteristics and civilization of the Aztecs.
   8. His treatment of the conquered.
4. His death—time and place.
5. His leading motives and characteristics.
6. Results of his conquests in Mexico.
   1. Political.
   2. Social.
   3. Religious.
   4. Moral.

LESSON V.

FRANCISCO PIZARRO.

1. His ancestry.
   - Rank.
   - Nationality.
2. His education and early associations.
3. His employment during the earlier part of his life.
4. His explorations and conquests in Peru.
   1. Time.
   2. Outfit.
      1. Expedition.
      2. "
   3. His route and mode of travel.
   4. Noted events.
   5. His treatment of the natives.
5. His death.
   - Time and place.
   - Circumstances.
6. His religion, leading characteristics and motives.
7. The results of his conquests.
8. References.
   - *Prescott.* History of the Conquest of Mexico, Vol. III, 300—
   - *Lossing.* Cyclopædia of U. S. History.
   - Lippincott's Pronouncing Biographical Dictionary.
   - *Robertson.* The History of America, 385—
   - *Baldwin.* Ancient America, 224—
   - *Quackenbos.* History of the U. S., 63-65.
   - American Cyclopædia.

LESSON VI.

FERDINAND DE SOTO.

1. His ancestry.
   - Rank.
   - Nationality.
2. His occupation in the earlier part of his life.
3. His explorations in America.
   - 1. In South and Central America.
   - 2. In North America.
     - 1. Time .....to.....
     - 2. Territory explored.
     - 3. His outfit.
     - 4. His mode of travel in the new world.
     - 5. Noted events.
     - 6. His attitude towards the Indians.
4. His death.
   - 1. Time and place.
   - 2. Circumstances.
5. His religion, motives and leading characteristics.
6. The end of his company and the result of his explorations.

LESSON VII.

JAMES CARTIER.

1. His rank and nationality.
2. His education and early occupation.
3. His discoveries and explorations in America.
   - 1. Time.
     - 1st. voyage.
     - 2d. "
     - 3d. "
   - 2. Territory explored.
   - 3. The object.
   - 4. The general characteristics of his men.
   - 5. Noted events connected with his explorations.
   - 6. His treatment of the Indians.
4. His religion and leading characteristics.
5. Results of his discoveries in America.
   - 1. Political.
   - 2. Commercial.
   - 3. Religious.
6. References.
   - *Bancroft.* History of the U. S., Vol. I, 14-16.
   - *Lossing.* Cyclopædia of U. S. History, Vol. I, 209.
   - *Ridpath.* History of the U. S., 30-32
   - American Cyclopædia.
   - Lippincott's Pronouncing Biographical Dictionary.
   - *Labberton.* Historical Atlas.

LESSON VIII.

SAMUEL de CHAMPLAIN.

1. His ancestry.
   - Parentage.
   - Nationality.
2. His education, early occupation and associations.
3. His explorations and discoveries in America.
   1. Time.
      - First voyage .....to.....
      - Second voyage .....to.....
   2. The leading object.
   3. The territory explored.
   4. Important discoveries.
   5. Noted events.
   6. His relations with the Indians.
4. His death, place of burial, &c.
5. His religion, ruling motives and leading characteristics.
6. Results of his explorotions and discoveries in America.
   1. Political.
   2. Commercial.
   3. Social and religious.

LESSON IX.

JAMES ("FATHER") MARQUETT.

1. His nationality and rank.
2. His education and early religious training.
3. His occupation in the earlier part of his life.
4. His explorations and labors in America.
   1. Time .....to.....
   2. Territory.
   3. Mode of travel and outfit.
   4. Noted events connected with his labors.
   5. The object.
   6. His influence upon the natives.
5. His death, grave, &c.
6. His leading motives and characteristics.
7. The result of his labors.
   1. National.
   2. Religious.
8. The source of his great energy and influence.
9. His co-workers in the missionary service.
10. References.
    - *Lossing.* Cyclopædia of U. S. History, Vol. II, 845.
    - *Bancroft.* History of the U. S., Vol. II, 325-332.
    - Chambers's Library of Universal Knowledge.
    - American Cyclopædia.
    - *Thalheimer.* Eclectic History of the United States, 91-92.
    - *Quackenbos.* History of U. S., 127—
    - *Labberton.* Historical Atlas.

LESSON X.

THE NORSEMEN.

1. Definition of—
2. Their home and ancestors.
3. Their general characteristics.
4. Their religion and state of intelligence.
5. Their occupations, manners, customs, &c.
6. Their relations to the English people.
7. Their explorations and discoveries in America.
   1. Time.
   2. Territory.
   3. Results.
   4. Existing evidences of discoveries.
8. References.
   - *Myers.* Mediæval and Modern History, 118-119.
   - *Ridpath.* History of the U. S., 15-17.
   - *Barnes.* A Brief History of the U. S., 15.
   - *Barnes.* A Brief History of France, 28-30.
   - *Armstrong.* Primer of U. S. History, 5-7.

LESSON XI.

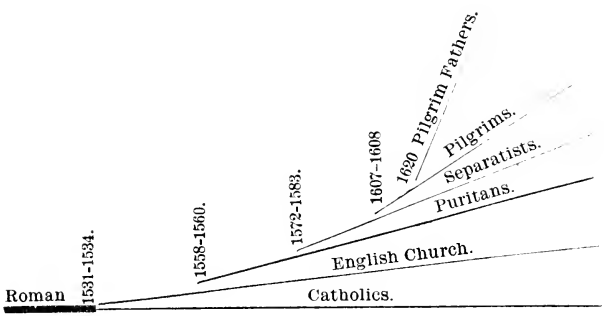
SEBASTIAN CABOT.

1. His rank and nationality.
2. His education and early training.
3. His occupation during the early part of his life.
4. His explorations and early discoveries.
   1. Time.
   2. Territory.
   3. Noted voyages.
   4. Object.
   5. Results.
5. His labors in the service of Spain.
   1. Time.
   2. Cause.
6. His contemporary explorers.
7. His end, &c.
8. Historical references.
   - *Bancroft.*

ESSAY II.

THE PILGRIM FATHERS.

1. Defined.
2. Why called Pilgrims.
3. Their origin.
   1. Time.
   2. Place.
   3. Cause.
   4. History of the origin.
4. The nature of their teachings as compared with the teachings and practices of the English church, the Catholics and the Puritans.
5. Their general characteristics.
6. How regarded and treated by the English government and church, the Catholics and the Puritans.
7. Noted events connected with their history.
8. Their notions of government, individual liberty, &c.
9. Their influence upon the institutions of the United States.
10. References.
    - *Nina Moore.* Pilgrims and Puritans.
    - *Green.* History of the English People, Vol. III, 168-171, 234—
    - *George Bancroft.* History of the United States of America, Vol. I, 203-255.
    - *Leonard Bacon.* The Genesis of the New England Churches, 73, 186, 216, 228-357.
    - *Barclay.* The Inner Life of the Religious Societies of the Commonwealth, 61, 97, 121—
    - *Edward Eggleston.* A History of the United States and its People, 34-44.
    - *R. H. Labberton.* New Historical Atlas.
    - *Whipple.* Webster's Great Speeches.—The First Settlement of New England, 25-54.
    - *Doyle.* English Colonies in America, Vol. I, 11-81.
    - *Lodge.* A Short History of the English Colonies in America, 341-342.



LESSON XII.

SIR FRANCIS DRAKE.

1. Time ..... to .....
2. Ancestry.
   - Class.
   - Nationality.
3. His education and early occupation.
4. His explorations and discoveries.
   1. Territory and time.
   2. Object.
   3. Noted voyages.
   4. In whose service employed.
   5. Results.
5. His political and religious notions.
6. His motives and leading characteristics.
7. His death, burial place, &c.
8. The value of his efforts to the English government.
9. The relations of the English and Spanish governments during the greater part of his active life.

LESSON XIII.

HENRY HUDSON.

1. Time about 1550 to 1611.
2. Nationality and parentage.
3. His education and early occupation.
4. His explorations and discoveries.
   1. Time and territory.
      - 1st. voyage.
      - 2nd. "
      - 3rd. "
   2. Leading object.
   3. In whose service engaged.*
   4. Results.
5. Condition of Holland during the time of his discoveries in America.
   1. Political.
   2. Religious.
   3. Industrial, &c.
   4. Commercial.
6. His leading characteristics.
7. His death, burial place, &c.
8. References.
   - *Myers.* Mediæval and Modern History, 439.
   - *Ridpath.* History of the United States, 48—
   - *Thalheimer.* Eclectic History of the U. S., 65.
   - *Lossing.* Cyclopædia of U. S. History.
   - American Cyclopædia.
   - *Bancroft.* History of the U. S., Vol. I, 25-29.
   - *Eggleston.* A History of the United States and its People, 45-46.

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*Holland having become practically independent in 1602 begins to send out trading expeditions to India and America.

LESSON XIV.

CAPTAIN JOHN SMITH.

1. Time 1579 to 1631.
2. His class and nationality.
3. Why so many by the name of Smith?
4. His education and early employments.
5. His occupation and adventures in the earlier part of his life.
6. His explorations and discoveries in America.
   1. Time 1607 to .....
   2. Territory.
   3. In whose service.
   4. Noted events.
   5. His attitude towards the Indians.
   6. His motives.
   7. Results.
7. His religion and leading characteristics.
8. His relations to Jamestown colony.
9. His relations to New England.

LESSON XV.

JAMESTOWN COLONY.

1. When founded.
2. Geographical position.
   1. Place.
   2. Natural advantages.
3. The Proprietors.
   1. Nationality.
   2. Motives.
   3. Religion.
4. The Colonists.
   1. Nationalty.
   2. Characteristics.
   3. Motives.
   4. Religious notions.
5. Nature of the government under first charter.
6. Defects in the original purposes and plans of the colony.
7. Interesting events connected with the early history of the colony.
8. References.
   - *Doyle.* English Colonies in America. Vol. I, 111, 126, 134, 138, 154, 166, 185.
   - *Lodge.* A short History of the English Colonies in America, 2-3, 5, 7. See index.
   - *Ridpath.* History of the U. S., 43, 51, 58, 61, 66.
   - *Barnes.* A Brief History of the U. S. 46-53.
   - *Johnston.* A History of the U. S. 43-46.
   - *Labberton.* Historical Atlas, Plate LX.

LESSON XVI.

JAMESTOWN COLONY---Growth and Prosperity.

1. Industrial life.
   1. False industries.
   2. Productive industries.
   3. Laws of trade, &c.
2. Social life.
   1. Manners and customs.
   2. Classes, &c.
3. Political life.
   1. Parties.
   2. The Assembly, system of representation, &c.
4. Religious notions and practices.
   1. The principal church.
   2. Religious persecutions.
5. Calamitous events.
   1. Indian Wars.
      1. ———
         1. Time.
         2. Causes.
         3. Events.
         4. Effects.
      2. ———
   2. Disease and famine.
   3. Other calamitous events.
6. Changes in the plans and purposes of the Colony.
   1. Changes in the government.
      1. Charter to 2 Charter.
         Time.
         Cause.
      2. Charter to 3 Charter.
         Time.
         Cause.
      3. C. to R. G.
         Time.
         Cause.
   2. Changes in the nature and purposes of the Colonists.

LESSON XVII.

SIR WILLIAM BERKELEY.

1. Time..... to 1677.
2. His rank, nationality, &c.
3. His education and early associations.
4. As Governor of Virginia.
   1. Time.
      1st.—1642 to 1652.
      2d.—1660 to 1677.
   2. His position with reference to political liberty.—Illustrate.
   3. His position as to religious liberty.
   4. His treatment of the Indians.—Illustrate.
   5. His position with reference to slavery.
   6. His notions in regard to public schools.
   7. His relations to Bacon's rebellion.
5. His relations to the settlement and government of the Carolinas.
6. References.
   - *Doyle.* English colonies in America, Vol. I, 207, 222, 228, 236, 251, 257, 329—
   - *Lodge.* A short History of the English colonies in America, 15, 16, 20-23.
   - *Lossing.* Cyclopædia of U. S. History.
   - *Bancroft.* History of the U. S. See index, Vol. VI.

LESSON XVIII.

PLYMOUTH COLONY.

1. When founded.
2. Geographical position.
   1. Location.
   2. Natural advantages.
3. Proprietors.
   1. Nationality.
   2. Religion.
   3. Motives.
4. Colonists.
   1. Nationality.
   2. Characteristics.
   3. Religious notions.
   4. Motives.
5. Nature of government.
   1. Departments.
   2. Manner of holding property.
   3. Franchise.
6. Attitude towards the Indians.
7. Noted events during first three years.
   - First year.
   - Second year.
   - Third year.

LESSON XIX.

MASSACHUSETTS BAY COLONY.

1. When founded.
2. Geographical position.
   1. Place of location.
   2. Natural advantages.
3. Proprietors.
   1. Nationality.
   2. Religious notions.
   3. Motives.
4. Colonists.
   1. Nationality.
   2. Characteristics.
   3. Motives.
   4. Religious notions.
5. Nature of government.
   1. Departments.
   2. Relations of, to the church.
   3. Basis of franchise.
6. Growth and prosperity.
   1. Numbers.
   2. Industries.
      - False.
      - True.
   3. Wealth.
   4. Education, &c.
7. Relations of this colony to the religious persecutions in Massachusetts.
8. References.
   - *Lodge.* A Short History of the English Colonies in America, 342-346.
   - *Barnes.* A Brief History of the U. S., 56.
   - *Thalheimer.* Eclectic History of the U. S., 53-55.
   - *Eggleston.* A History of the United States and its People, 39—
   - *Johnston.* A History of the U. S., 27—

ESSAY III.

OLIVER CROMWELL.

1. His time.
   - 1. Date ..... to .....
   - 2. Condition of England.
     - 1. During the early part of his life.
       - 1. Power of parliament, political parties, &c.
       - 2. Churches, divisions, beliefs, &c.
       - 3. State of political and religious liberty.
     - 2. At the death of Charles I.
       - 1. Moral standing and influence of the crown and its court.
       - 2. Religious status.
       - 3. Foreign relations and influence.
     - 3. At the death of Cromwell.
       - 1. Financial and industrial.
       - 2. Moral and social.
       - 3. Foreign relations, influence, &c.
2. His parentage, education and early training.
3. Incidents and events showing his characteristics and tendencies in early life.
4. His occupation prior to the beginning of his public life.
5. His army.
   - 1. Size and general character, discipline. &c.
   - 2. General characteristics of his soldiers.
6. His religious notions and his attitude towards the different religious bodies in England.
7. The influence of his course and efforts upon the colonies of America.
8. References.
   - *Lossing.* Harper's Cyclopædia of United States History, Vol. I, 348.
   - *Macaulay.* The History of England, Vol. I, 114-134.
   - *Myers.* Mediæval and Modern History, 517-52.
   - *Barnes.* General History, 500-505.
   - *Lancaster.* A Manual of English History, 196—
   - *Montgomery.* The Leading Facts of English History, 241, 248, 250, 252, 254.
   - *Green.* History of the English People, Vol. III, 24, 175, 210, 229, 230. See index Vol. IV.
   - *Hume.* History of England. See index Vol. VI.
   - *H. W. Herbert.* Life of Cromwell.

"*It is his glory, that he made the name of Englishmen as much a passport and a safeguard to its bearer, the world over, as ever had been the style of Roman citizen.*"

LESSON XX.

MASSACHUSETTS---Religious Persecutions.

1. Time..... to .....
2. The persecutors.
   1. Their characteristics.
   2. Their religious notions.
3. The persecuted.
   1. Classes.
      1. Baptists.
      2. Liberalists.
      3. Quakers.
   2. Their leading characteristics and general bearing in the colony.
4. Causes.
   1. Direct.
   2. Indirect.
5. Noted events.
6. Laws enacted touching freedom of worship.
   - 1631.
     - None but church members allowed to vote.
     - A tax levied to support the church.
   - 1656—A law against the Quakers.
7. The results.
8. References.
   - *Brooks Adams.* The Emancipation of Massachusetts, 45-178.
   - *Sewel.* History of the people called Quakers, Part I, 224, 290-300.
   - *Doyle.* English colonies in America, Vol. II, 98, 102, 109—.
   - *Lodge.* A Short History of the English Colonies in America, 347-349, 354.
   - *Barnes.* A Brief History of the U. S., 56-57.

LESSON XXI.

ROGER WILLIAMS.

1. Time..... to .....
2. Ancestry.
   1. Rank.
   2. Nationality.
3. His education, religious notions, &c.
4. Noted events in his life.
   - Banished from Massachusetts, 1635.
5. His labors.
   1. As related to the peace and safety of Mass.
   2. As related to the state of R. I.
   3. As related to the Baptist church in America.
6. His intercourse with the Indians.
7. His death, burial place, &c.
8. His motives and leading characteristics.
9. Collateral reading.
   - Spiritual Manifestation by J. G. Whittier.

LESSON XXII.

CONNECTICUT.

- 1. Shape and position.
- 2. Physical features.
  - 1. Surface.
  - 2. Soil.
  - 3. Climate.
  - 4. Natural resources.
- 3. Settlement of
  - 1. Colonies.
    - 1. .....
      - 1. Location.
      - 2. Time of founding.
      - 3. Leading persons.
    - 2. .....
    - 3. .....
  - 2. Colonists.
    - 1. Number.
    - 2 Characteristics.
  - 3. Motives.
  - 4. Government.
- 4. The Charter.
  - 1. When and by whom obtained.
  - 2. Its nature.
  - 3. Events connected with its history.
- 5. Its relations to Massachusetts.

LESSON XXIII.

RHODE ISLAND.

- 1. Shape and position.
- 2. Physical features.
  - 1. Surface.
  - 2. Soil.
  - 3. Climate.
  - 4. Natural resources.
- 3. Settlement.
  - 1. Colonies.
    - 1. Location.
    - 2. Soil.
    - 3. Leading persons.
  - 2. Colonists.
    - 1. Characteristics.
    - 2. Notions in regard to political and religious liberty, relations of church to the State, &c.
  - 3. Motives.
  - 4. Government.
- 4. The Charter.
  - 1. When and by whom obtained.
  - 2. Its nature.
- 5. References.
  - *Lodge.* A Short History of the English Colonies in America, 385-396.
  - *Scott.* School History of the U. S. 78-80.
  - *Ridpath.* History of the U. S., 127—
  - *Barnes.* A Brief History of the U. S., 64.—
  - *Johnston.* A History of the U. S., 35-36.
  - *Whittier.* A Spiritual Manifestation.

"The wilding sweet-brier of his prayers
Is crowned with cultured roses."

LESSON XXIV.

NEW YORK.

1. Shape and position.
2. Physical features.
   1. Surface.
   2. Soil.
   3. Climate.
   4. Natural resources.
3. Settlement.
   1. Settlements.
      1. Trading posts.
         - Places.
         - Time of establishment.
      2. First permanent settlement.
         - Name.
         - Time.
         - Place of.
      3. Manors.
         - Definition.
         - Condition of settlement
         - Ownership.
   2. Early settlers.
      1. Nationality.
      2. Characteristics.
   3. Government.
      1. Under the Dutch.
      2. Under the English.
      3. Some of the Governors with incidents showing their characteristics.
         1. Dutch.
         2. English.
4. Attitude towards early settlers of Massachusetts and Connecticut.
5. Attitude towards the Indians.
6. Attitude towards education and democratic forms of government*
7. As related to the commercial interests of the United States.
8. References.
   - *Ridpath.* History of the United States, 103-119.
   - *Lodge.* A short History of the English Colonies in America, 285, 312. See index.
   - *Barnes.* A Brief History of the United States, 65-68.
   - *Thalheimer.* Eclectic History of the United States, 65—
   - *Bancroft.* History of the United States of America. See index Vol. VI.
   - *Armstrong.* Primer of United States History, 23—
   - *Scott.* Harper's School History of United States, 90-98
   - *Quackenbos.* History of the United States, 76-79, 95-101.
   - *Taylor.* Model School History, 50-52.
   - *Hildreth.* The History of the United States, Vol. I, 136-149.
   - *Lassing.* Harper's Cyclopædia of United States History.

*James II (King of England from 1685 to 1689) forbade the printing press and legislative assemblies.

LESSON XXV.

WILLIAM PENN.

- 1. His time.
  - 1. Date ..... to .....
  - 2. Condition of England during his early life.
    - 1. As to religious divisions.
    - 2. As to church formality, religious liberty, &c.
    - 3. As to morals, manners and customs.
- 2. His parentage, education and early associations.
- 3. Incidents showing his tendencies and characteristics in early life.
- 4. His relations to the colonization of America.
  - 1. Efforts.
  - 2. Purposes.
  - 3. Plans.
  - 4. His visit to America.
    - Time.
    - Purpose.
- 5. His political and religious notions—illustrated by incidents of his life.
- 6. The Quakers.
  - 1. Their origin.
    - 1. Time.
    - 2. Circumstances.
  - 2. Their religious notions and practices.
  - 3. Their general characteristics.
  - 4. How regarded and treated by other religious denominations in Penn's time.

LESSON XXVI.

NEW JERSEY.*

- 1. Shape and position.
- 2. Physical features.
  - 1. Surface.
  - 2. Soil.
  - 3. Climate.
  - 4. Natural advantages.
- 3. Settlement.
  - 1. First English colony.
    - 1. In East Jersey.
    - 2. In West Jersey.
  - 2. Proprietors.
    - 1. Before division.
    - 2. After division.
      - E. Jersey.
      - W. Jersey.
  - 3. Colonists.
    - 1. Political and religious notions.
    - 2. Leading characteristics.
  - 4. Government.
    - 1. Before division.
    - 2. After division.†
- 4. Its relations to New York.
- 5. Its divisions into East Jersey and West Jersey.
  - 1. The division line.
  - 2. Cause.
  - 3. Time.
- 6. Parts united.
  - 1. Time.
  - 2. Cause.

*Called New Jersey in honor of Carteret who had been governor of Jersey Island in the English channel.

†1685, James II. appointed Andros governor from Maine to Delaware..

LESSON XXVII.

PENNSYLVANIA AND DELAWARE.

1. Position and physical features.
   - 1. Of Pennsylvania.
   - 2. Of Delaware.
2. The grant.
   - 1. Proprietor or grantee.
   - 2. Grantor.
     - 1. Of Pennsylvania.
     - 2. Of Delaware.
   - 3. Amount paid.
   - 4. Time and purpose.
     - 1. Time.
     - 2. Purpose.
3. Settlement.
   - 1. Time.
   - 2. Settlers.
     - 1. Nationality.
     - 2. Characteristics.
     - 3. Religious notions.
   - 3. Government.
     - 1. Before the division.
     - 2. After the division.
4. Their relations to each other.
5. Their division.
   - 1. Time.
   - 2. Cause.
   - 3. Results.
6. Attitude of Penn and the early settlers towards the Indians.
7. Attitude of Penn and his followers toward the settlers of New England and Virginia.
8. Relations of Pennsylvania, New Jersey and Delaware to the institutions, peace and prosperity of the United States.
9. References.
   - *Lodge.* A Short History of the English Colonies in America, 211-213, 215, 227—
   - *Johnston.* A History of the United States, 62-65.
   - *Thalheimer.* Eclectic History of the United States, 70-72.
   - *Bancroft.* History of the United States of America, Vol. II, 107-136.
   - *Butler.* Pictorial History of the United States, 52-56.
   - *Hale.* History of the United States, Vol. I, 149-162.
   - *Scott.* Harper's School History of the United States, 101-105.
   - *Lassing.* Cyclopædia of United States History.
   - *Ridpath.* History of the United States, 139-143.
   - *Barnes.* A Brief History of the United States, 69-72.

I will found a free colony for all mankind.—William Penn.

The Cavaliers from Virginia and the Puritans from New England met in the city of Brotherly Love and formed a government for the commingled nationalities and creeds of the world.

ESSAY IV.

CHARLES II.

1. The time of his reign ..... to .... years.
2. His parentage, education and early training.
3. Condition of England.
   - 1. At the beginning of his reign.
     - 1. Political.
     - 2. Financial.
     - 3. Moral.
     - 4. Industrial.
   - 2. At the close of his reign.
     - 1. Financial.
     - 2. Moral.
     - 3. Industrial.
4. The general character of his court.
5. Noted events and governmental acts during his reign.
6. His religious notions, leading motives and characteristics.
7. His attitude towards the different churches in England.
8. His influence upon the manners and customs of England.
9. His contemporaries.
10. His attitude towards the colonies in America.
    - 1. His interest in the colonies—charters granted, &c.
    - 2. His disposition of their territory.
11. References.
    - *Lancaster.* A manual of English History, 207-218.
    - *Macaulay.* The History of England, Vol. I, 159-162.
    - *Myers.* Mediæval and Modern History, 530—
    - *Barnes.* General History, 506—
    - *Montgomery.* The Leading Facts of English History, 257-269.
    - *Green.* History of the English People, Vol. III, 264. See index in Vol. IV.
    - *Macaulay.* Essays, Vol. III, 376.
    - *Hume.* History of England, Vol. V, 517. Vol. VI, 1—
    - *Lossing.* Harper's Cyclopædia of U. S. History, Vol. I, 225.
    - American Cyclopædia.
    - Chambers's Library of Universal Knowledge.
    - Lippincott's Pronouncing Biographical Dictionary.

In the rule of Cromwell the current of history was effected by the well directed efforts of a strong character. In that of Charles II. by the wreckless acts of an aimless profligate. Both advanced the cause of liberty: one through purpose, the other by accident.

LESSON XXVIII.

MARYLAND.

1. Shape and position.
2. Physical features.
   1. Surface.
   2. Climate.
   3. Natural resources.
3. Settlement.
   1. Proprietor.
      1. Nationality.
      2. Religious notions.
   2. First Colonies.
      1. St. Mary's
         1. Time.
         2. Position.
      2. .....
         1. .....
         2. .....
   3. Colonists.
      1. Nationality.
      2. Motives.
      Religion and characteristics.
   4. Government.
4. The attitude of the settlers toward the settlers of Jamestown Colony.
5. Treatment of the Indians.
6. Clayborne's Rebellion.
   1. Causes.
   2. Noted events.
   3. Result.
7. Conflict between the Protestants and Catholics.
   1. Time.
   2. Final result.

LESSON XXIX.

BACON'S REBELLION.

1. Time.
   1. Date .....
   2. Condition of Virginia.
      1. Nature of the government.
      2. Classes of society.
      3. Political parties.
      4. Laws bearing upon religious liberty.
2. Parties to.
3. Causes.
4. Events.
5. Results.
6. The end of Bacon and his followers.
7. References.
   - *Eggleston.* History of the U. S. and Its People, 157-158.
   - *Barnes.* Brief History of the U. S., 51-52.
   - *Ridpath.* History of the U. S., 70-71, 150.
   - *Lodge.* A Short History of the English Colonies in America, 20-22.
   - *Doyle.* English Colonies in America, Vol. I, 245-248, 250-253.
   - *Hildreth.* History of the U. S., Vol. I, 531-547, 549—

LESSON XXX.

THE CAROLINAS,

1. Grants.
   - 1. Raleigh's grant.
     - 1. Time, extent, &c.
     - 2. By whom granted.
   - 2. Grant by Charles II.
     - 1. Time, extent, &c.
     - 2. Grantees.
2. Attempt at settlement under Raleigh's grant
   - 1. Time 1584 to.....
   - 2. Place of landing, settlement, &c.
   - 3. The proprietor.
     - 1. His nationality.
     - 2. His political and religious notions, purposes, &c.
   - 4. The colonists.
     - 1. Their nationality.
     - 2. Their political and religious notions.
     - 3. Their purposes.
   - 5. The result.
3. Early permanent settlements.
   - 1. Albemarl or northern colony.
     - 1. Location.
     - 2. When founded, purpose, &c.
     - 3. Colonists.
       - 1. As to political and religious notions.
       - 2. As to characteristics.
       - 3. Motives, &c.
   - 2. Carteret or southern colony.
     - 1. Location.
     - 2. When founded.
     - 3. Proprietors.
     - 4. Colonists.
4. Time and nature of the government under the lords proprietors.
   - 1. Time.
   - 2. Nature.
5. Separation into North Carolina and South Carolina.
   - 1. Time.
   - 2. Causes.
6. References.
   - *Williamson.* The History of North Carolina, Vol. I, 25-66, 82, 83, 88, 104, 120, 139, 158, 219. Vol. II, 1-27, 233-246.
   - *Barnes.* A Brief History of the U. S., 74-76.
   - *Doyle.* English Colonies in America, Vol. I, 56-74, 328-380.
   - *Hawks.* History of North Carolina, Vol. I, 69-141, 192-212, 232-254. Vol. II, 68, 142-170, 335, 372, 583-591.
   - *Wheeler.* Historical Sketches of North Carolina, Vol. I, 24, 28, 29-42.
   - *Bancroft.* History of the United States of America, Vol. I, 509.
   - *Eggleston.* A History of the United States and Its People, 53-54.
   - *Moore.* History of N. C. Vol. I, 4-10, 13, 52.

*Subject matter for two lessons.

LESSON XXXI.

NORTH CAROLINA.

1. Physical features.
   1. Surface.
   2. Soil.
   3. Climate.
   4. Natural resources.
2. Settlement.
   1. Time ..... to .....
   2. Settlers.
      1. Nationalties.
      2. Different churches represented
      3. General characteristics.
      4. Motives.
      5. Political notions.
   3. As related to Bacon's Rebellion and the religious persecutions of Massachusetts and Virginia.
3. Under the royal governors.
4. Relations to the Declaration of Independence and the first struggles for American freedom.
5. References.
   - *Hawks.* History of N. C., Vol. II, 68-103.
   - *Wheeler.* Historical Sketches of North Carolina, Vol. I, 42-60, 69. Vol. II, 255, 268.
   - *Williamson.* The History of North Carolina Vol. II, 31, 67-84, 120, 157.
   - *Bancroft.* History of U. S. of America.
   - *Caruthers.* Life of Caldwell, 56, 84-92.
   - *Lossing.* Cyclopædia of U. S. History
   - *Moore.* History of N. C., Vol. I, 13-14, 187-193.
   - *Vass.* History of the Presbyterian Church in New Berne, 9-37.
   - *Ridpath.* History of the United States, 149-151

LESSON XXXII.

SOUTH CAROLINA.

1. The original shape and position.
2. Physical features.
   - Surface.
   - Soil.
   - Products.
3. Character of the settlers.
   1. As to religious and political notions.
   2. As to general habits.
   3. Nationalities.*
4. Nature of government after its separation from North Carolina.
5. Difficulties with the Spanish.
   - Time.
   - Causes.
6. Difficulties with the Indians.
   - Causes.
   - Result.

*The Huguenot, Scotch Presbyterian, English Dissenter, German Lutheran, Irish and Dutch.

LESSON XXXIII.

GEORGIA.

1. Position, natural resources, &c.
2. The grant.
   1. Time.
   2. Grantor.
   3. Grantee.
   4. Nature and object.
3. Settlement.
   1. Time.
   2. Proprietors.
   3. Settlements—time and place.
   4. Settlers.
      1. Nationalities.
      2. Characteristics.
      3. Political and religious notions.
4. Government.
   1. Kind.
   2. Laws in regard to
      1. Temperance.
      2. Slavery.
      3. Division and inheritance of land.
5. Growth and prosperity.
   1. Early industries.
   2. Social life.
   3. Religious life—Geo. Whitfield and Jno. Wesley.
6. References.
   - *Lodge.* A Short History of the English Colonies in America, 187-191.
   - *Johnston.* A History of the U. S., 54-55.
   - *Barnes.* A Brief History of the U. S., 76.
   - *Taylor.* Model School History, 60-61.
   - *Eggleston.* A History of the U. S. and Its people, 62-66.
   - *Scott.* Harper's School History of the U. S., 116-118.
   - *Lossing.* Harper's Cyclopædia of U. S. History.
   - *Ridpath,* History of the U. S., 156-160.
   - *Quackenbos.* History of the U. S., 148-152.

LESSON XXXIV.

Maine and New Hampshire.

1. Position, physical features, &c.
2. The Grant to Gorges and Mason.
   1. When obtained.
   2. Extent.
   3. As related to the territory of Massachusetts.
3. Settlement.
   1. Colonies.
   2. Colonists.
      - Nationality.
      - Characteristics, &c.
4. Division into territories of Maine and New Hampshire.
   1. Time.
   2. Causes.
   3. Line of division.

LESSON XXXV.

*Draw a map of the original 13 colonies;—Indicating

1. The original territory of each colony.
2. The principal harbors, rivers, &c. known to the colonists.
3. The important places of settlement with the date of settlement.
4. References.
   - *Mac Coun.* Historical Geography of the United States.

*The map may be made as the class proceeds in the study of each colony or left till this time and here introduced as a review exercise.

LESSON XXXVI.

THE FIRST THREE INTER-COLONIAL WARS.

1. King William's War.
   1. Time, 1689 to 1697—8 years.
   2. Causes.
   3. The treaty of peace.
      1. Name.
      2. Time.
      3. Place.
   4. Results.
2. Queen Anne's War.
   1. Time, 1702 to 1713—11 years.
   2. Causes.
   3. The treaty of peace.
   4. Results.
3. King George's War.
   1. Time, 1744 to 1748—4 years.
   2. Causes.
   3. The treaty of peace.
   4. Results.
4. Summary.
   1. Time from beginning of 1st, 1689, to close of the 3rd, ... years.
   2. Common causes.
   3. Parties engaged, nature of the wars, &c.
   4. Total results.
      1. As to territorial and other gains.
      2. As to losses.
5. References.
   - *Eggleston.* A History of the United States and Its People, 122-128.
   - *Barnes.* A Brief History of the U. S., 77-80.
   - *Scott.* Harper's School History of U. S., 68-71.
   - *Thalheimer.* Eclectic History of the U. S., 97-101
   - *Quackenbos.* History of U. S., 134, 147, 152.
   - *Labberton.* Historical Atlas.

ESSAY V.

COLONIAL CIVILIZATION.

1. Government.
   1. Kind.
   2. Nature of the laws, &c.
2. Industries.
3. Money, wages, &c.
4. Manners and Customs.
   1. Caste, slavery, &c.
   2. Morals, compliments, &c
   3. Church going, Church discipline, &c.
   4. Mode of travel, inns, &c.
   5. Holidays, festivals, &c.
   6. Dress.

   1. New England.
   2. Middle Colonies.
   3. Southern Colonies.
5. Education, schools, printing, &c.
   1. In the New England colonies.
   2. In the Middle Colonies.
   3. In the Southern Colonies.
6. Historical References.
   - *McMaster's* History of the People of the United States. See index Vol. 1, Vol. II.
   - *Barnes.* A Brief History of the United States, 91-97. 144-145.
   - *Taylor.* Model School History, 63-74, 83-95.
   - *Hawk.* History of N. C., Vol. II, 572-582.
   - *Eggleston.* A History of the United States and Its People, 91-113.
   - *J. H. Trumbull.* The True-Blue Laws of Connecticut.
   - *Lodge.* A Short History of the English Colonies in America, 259-261.
   - *Johnston.* A History of the U. S., 56—
   - *Doyle.* English Colonies in America, Vol. I, 381-391. Vol. III, 377-404.
   - *Scott.* Harper's School History of the United States, 106-111.
   - *Thalheimer.* Eclectic History of the United States, 109-118.

"I give these books for founding a college in Connecticut."—1700.

I thank God there are no free schools nor printing-presses here, and I hope we shall not have them these hundred years.—Gov. Berkeley.

LESSON XXXVII.

FRENCH AND INDIAN WAR.

1. Time 1754 to 1763—9 years.
2. Circumstances.
   1. Number of English colonies.
   2. Relative claims of English and French.
3. Why called French and Indian war?
4. Parties engaged.
5. Causes.
   1. Indirect.
   2. Direct.
6. The five objective points.
   1. Fort Duquesne.
      1. Position and why an important point.
      2. When and by what English general taken.
   2. Louisburg and Acadia.
      1. Position, and why an important point.
      2. When and by what English general taken
   3. Crown Point and Ticonderoga.
      1. Position, importance of, &c.
      2. When and by whom taken.
   4. Niagara.
      1. Position, importance of,&c.
      2. When and by whom taken.
   5. Quebec.
      1. Position.
      2. Capture by Wolfe.
         - Time .....
         - Events.
7. Results.
   1. Changes in territorial possessions.
   2. Effects upon the colonies.
      1. As to spirit of unity and co-operation.
      2. As to their strength and faith in themselves.
      3. As to confidence in England.
   3. Financial.
      - Gains.
      - Losses.
8. References.
   - *Eggleston.* A History of the U. S. and Its People, 129-147.
   - *Barnes.* A Brief History of the U. S., 81-91.
   - *Armstrong.* Primer of U. S. History, 30-37.
   - *Labberton.* Historical Atlas—Plates LXIII and LXIV.
   - *Taylor.* Model School History, 74-82.

LESSON XXXVIII.

BENJAMIN FRANKLIN.

1. Time ....., born in Boston ....., died in Philadelphia .....
2. His parentage.
3. His education, early occupation and associations, &c.
4. Incidents showing his characteristics and tendencies in early life.
5. His part in the struggle for American independence.
   1. His influence upon public sentiment.
   2. His labors and influence as a member of the Continental congress.
   3. His influence upon foreign courts.
6. His labors and influence in the constitutional convention.
7. His relations to our mail system.

LESSON XXXIX.

REVOLUTIONARY WAR—Causes.

1. Remote causes.
   1. The natural characteristics and religious and political notions of the colonists.
   2. .....*
   3. .....
2. Direct causes.
   1. Constant.
      1. The aggravating influence of royal governors in most of the colonies.
      2. .....*
      .....
   2. Acts and doings of the English government.
      1. The Stamp act, 1765.
      2. *.....
      3. .....
      4. .....
      5. .....
3. References.
   Eggleston. A History of the U. S. and Its People, 161-166.
   Johnston. A History of the U. S., 82-90.
   Barnes. A Brief History of the U. S., 101-105.
   Armstrong. Primer of U. S. History, 37-39.
   Taylor. Model School History, 95-103.

*Let each member of the class prepare in neat form, a classification after the above model; filling out the subject-matter which properly comes under each brace.

LESSON XL.

THE REVOLUTIONARY WAR.—Prelimary acts of the colonies.

- 1. Political.
  - 1. The first colonial congress.
    - 1. Time and place of meeting.
    - 2. Colonies represented.
    - 3. Acts.
  - 2. The first continental congress.
    - 1. Time and place of meeting.
    - 2. Colonies represented.
    - 3. Acts.
  - 3. The second continental congress.
    - 1. Time and place of meeting.
    - 2. Colonies represented.
    - 3. Acts.
- 2. Military.
  - 1. Enlistment of soldiers.
  - 2. The beginning battle.
    - 1. Time and place.
    - 2. Events.
    - 3. Effects on the people of the colonies.

LESSON XLI.

BURGOYNE'S DEFEAT.

- 1. Time, place and duration of Battle.
- 2. Leading generals.
  - 1. American.
  - 2. British.
- 3. Circumstances before the battle.
  - 1. The position of the different divisions of the American army.
  - 2. The condition and general spirit of the American army.
  - 3. The general condition and sentiment of the people of the several colonies.
  - 4. The attitude of foreign powers towards the colonies.
  - 5. Efforts of congress to secure foreign aid and recognition.
- 4. Events of the battle.
- 5. Effects.
  - 1. Upon the American army.
  - 2. Upon congress and the people.
  - 3. Upon foreign governments.
- 6. References.
  - *Johnston.* A History of the U. S., 111-113.
  - *Barnes.* A Brief History of the U. S. 125—
  - *Creasy.* Fifteen Decisive Battles, 367-393.
  - *Irving and Fisk.* Washington and his Country, 316-325, 339-340.

LESSON XLII.

THE REVOLUTIONARY WAR.--Siege of Yorktown.

1. Time, duration, &c.
2. Position of the principal divisions of the British forces.
3. Condition of the American army, position of the principal divisions, &c.
4. Movements of Washington prior to marching to Yorktown.
5. Parties and their generals engaged in the seige.
6. The surrender.
   - 1. Time.
   - 2. Place, scene, &c.
   - 3. Nature.
   - 4. Effects.
     - 1. Upon the people of the colonies.
     - 2. Upon England.
     - 3. Upon the war.

"Past two o'clock and Cornwallis is taken."

LESSON XLIII.

THE END OF THE WAR.

1. The treaty of peace.
   - 1. Time and place.
   - 2. Nature or terms of.
2. The condition of the colonies.
   - 1. As to Territory.
   - 2. As to Finance.
   - 3. As to Industries.
   - 4. As to Government.
     - 1. Kind, departments, &c.,
     - 2. Defects.
   - 5. Foreign relations.
3. Historical References.
   - *Bancroft*. History of the Constitution.
   - *Alden's* Science of Government.
   - *Barnes*. A Brief Aistory of U. S., 142.
   - *Thaleeimer*. Eclectic History of the U. S. 181.
   - *Quackenbos*. History of the U. S., 304-306.
   - *Thorpe*. The Government of the People of the U. S., 64-67.

We are one nation to-day, and thirteen to-morrow.—Washington.

ESSAY VI.

THOMAS JEFFERSON.

1. His time.
   - 1. Date ..... to .....
   - 2. Important changes in the colonies during his life.
     - 1. As to government.
     - 2. As to liberty.
     - 3. As to industries, education and social customs.
2. His parentage, education, early employment, associations and tendencies.
3. His public labors.
   - 1. Time ..... to .....
   - 2. Different offices filled.
   - 3. His influence.
4. His relations to the declaration of independence.
5. His relations to the federal constitution.
6. His political notions.
   - 1. As to states rights.
   - 2. As to internal improvements.
   - 3. As to religious liberty.
   - 4. As to the institution of slavery.
7. His interest in education—university of Virginia, &c.
8. His relations to the territorial possessions of the United States.
9. His position on the temperance question.
10. His contemporaries.
11. His leading motives and characteristics.
12. His death, burial place, &c.
13. References.
    - *McMaster.* History of the People of the U. S. See index.
    - *Cutler.* Life and Journals of Manasseh Cutler. Vol. I, 347-348. Vol. II, 44, 54, 411.
    - *Lossing.* Harper's Cyclopædia of U. S. History.
    - *Johnston.* A History of the U. S., 166-173.
    - *Barnes.* A Brief History of the U. S., 155-159.
    - *Thalheimer.* Eclectic History of the U. S., 204-205.
    - *Bancroft.* History of the U. S. of America. See index Vol. VI.
    - *Taylor.* Model School History, 156-169.
    - Lippincott's Pronouncing Biographical Dictionary.

LESSON XLIV.

THE FEDERAL GOVERNMENT.

1. The constitution.
   - 1. Where, when and by whom framed.
   - 2. Its adoption.
     - 1. By congress.
     - 2. By the people.
2. Nature of the government.
   - 1. Departments.
   - 2. Expenses—how met?
   - 3. How different from the Confederate government?
3. Went into operation—when?
4. References.
   - *Bancroft.* History of the Constitution of U. S.
   - *Alden.* Science of Government.
   - *Johnston.* A History of the U. S., 140-143.
   - *Macy.* Our Government, 164-185.
   - *Barnes.* A Brief History of the U. S., 142-143.
   - *Butler.* Pictorial History of the U. S., 156-158.
   - *Mowry.* Studies in Civil Government, 57—
   - *Alden.* Science of Government.
   - *Taylor.* Model School History, 134-138.

LESSON XLV.

WASHINGTON'S ADMINISTRATION.

1. Time.
   - 1. Number of terms.
   - 2. Date ..... to .....
2. His election.
   - 1. Time.
   - 2. Candidates, parties, &c.
3. His inauguration.
   - 1. Date.
   - 2. Place, scene of inauguration, &c.
4. Condition of the country.
   - 1. At beginning of administration.
     - 1. Financial.
     - 2. Unorganized condition of the government.
     - 3. Foreign relations.
     - 4. Hostile Indians and other home enemies.
   - 2. At close of administration.
     - 1. Financial.
     - 2. Home opposition.
     - 3. Foreign relations.
5. The first cabinet.
   - 1. Appointment.
   - 2. Members.
6. Important events.
   - 1. As relating to domestic affairs.
   - 2. As relating to foreign affairs.
7. Election of new president—political parties—leading issue, &c.
8. References.
   - *Eggleston.* A History of the U. S. and Its People, 213-218.
   - *Johnston.* A History of the U. S., 148-160.
   - *Irving and Fiske.* Washington and His Country, 499-513.
   - *Taylor.* Model School History, 138-150.

LESSON XLVI.

ADAMS' ADMINISTRATION.

1. Time ..... to .....
2. The abilities, characteristics and previous political life of the President.
3. Members of the President's cabinet.
4. The President's political notions.
5. The Alien and Sedition laws.
   1. Explanation of the laws.
   2. Causes leading to their enactment.
   3. Effects of.
6. Foreign affairs.
   1. Attitude of France and England toward each other and toward the United States.
   2. The embassy sent to France, its treatment, &c.
7. Causes leading to defeat of Adams for second term.

"*Millions for defence but not one cent for tribute.*"—*Pinckney*

LESSON XLVII.

THE WAR OF 1812.

1. Time ..... to ....., ... years.
2. Parties engaged.
3. Causes.
   1. Remote.
   2. Direct.
4. Battles.
   1. First battle.
      1. On land.
         Time and place.
         Events and results,
      2. On water.
         Time and place.
         Events, results, &c.
   2. The decisive battle.
      1 On water.
         Time and place.
         Events, results, &c.
      2. On land.
         Time and place.
         Events, results, &c.
5. Results.
   1. The treaty of peace.
      1. Time and place.
      2. Nature.
   2. Other results.
      1. Losses.
      2. Gains.
      3. Moral and political.
6. The relations of the two political parties to the war.
8. References.
   - *Eggleston.* A History of the U. S. and Its People, 240-250.
   - *Barnes.* A Brief History of the U. S., 160-164, 171.
   - *Irving and Fiske.* Washington and his Country, 528-535.
   - *Scott.* Harper's School History of the U. S., 253-265.
   - *Taylor.* Model School History, 170-174.

"*We have met the enemy and they are ours.*"

LESSON XLVIII.

MONROE'S ADMINISTRATION.

1. Time ..... to ....., ... terms.
2. By what party elected, chief issue of election, &c.
3. The Missouri Compromise.
   1. Causes and circumstances.
   2. Terms of
   3. Its author.
4. Growth and prosperity of the country.
   1. Territorial additions.
   2. States admitted.
   3. Inventions and industries.
5. Important events.
   1. LaFayette's visit.
   2. .....
6. The Monroe Doctrine.
7. Parties and issues toward the close of the administration.

"*We owe it to candor and to the amicable relations existing between the United States and those great European Powers, to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.*"

LESSON XLIX.

JNO. Q. ADAMS' ADMINISTRATION.

1. Time ..... to ....., ... term.
2. Abilities, characteristics, education and previous experiences of the President.
3. The chief issues.
4. The growth of the country.
   1. States admitted.
   2. Financial prosperity.
   3. Internal improvements.
   4. Modes of travel and transportation.
   5. Industries.
      - North.
      - South.
5. Influences causing the defeat of his party at the close of first term.
6. References.
   - *Ridpath.* History of the United States, 268.
   - *Quackenbos.* History of the U. S., 397-401.
   - *Barnes.* A Brief History of the U. S., 174.
   - *Eggleston.* History of the United States and Its Poeople, 265-266.
   - *Lossing.* Cyclopædia of United States History.
   - *Johnston.* History of the United States.
   - *Taylor.* Model School History.
   - *Scott.* Harper's School History of the U. S.

LESSON L.

ANDREW JACKSON'S ADMINISTRATION.

1. Time ..... to ....., ... terms.
2. His party and political notions.
3. His policy.
   1. Einancial—United States bank, &c.
   2. As to changes in office—party patronage.
   3. As to the doctrine of nullification.
4. Indian troubles.
   1. The Black Hawk War.
      1. Time.
      2. Causes.
      3. Result.
   2. War with the Seminoles.
      1. Cause.
      2. Result.
5. Foreign affairs—difficulties with France.
6. Growth and prosperity of the country.
   1. States admitted.
   2. Speculations.
7. Characteristics, education and early life of the President.
8. The influence of his administration.
   1. Upon the prosperity of the country.
   2. Upon his party.
   3. Upon party patronage.
9. References.
   - *Barnes.* A Brief History of the U. S., 175-179.
   - *Lossing.* Outline History of the U. S., 285-289.
   - *Johnston.* History of the U. S., 214-232.
   - *Ridpath.* History of the U. S., 270-274.
   - *Eggleston.* A History of the U. S. and Its People, 266-269.

LESSON LI.

MARTIN VAN BUREN'S ADMINISTRATION.

1. Eighth President—1837–1841, one term.
2. His party and on what issue elected.
3. The Vice-President—how elected.
4. The financial storm.
   1. Causes.
   2. Nature.
   3. Results.
5. Foreign affairs.
   1. The Patriot War.
      1. Time.
      2. Causes.
      3. Parties.
      4. As related to the U. S.
   2. The North-east Boundary.
      1. Location.
      2. How, when and by whom settled.
6. Causes leading to the defeat of the democratic party at close of the term.
7. History, characteristics and subsequent political notions of the President.

ESSAY VII.

SLAVERY IN THE UNITED STATES.

1. Introduction.
   1. Time, places and incidents.
   2. Circumstances favoring its introduction.
2. Growth.
   1. Its friends and opponents.
   2. Influences favoring its prosperity and determining its locality.
3. Its influence.
   1. Upon labor and the industries of the country.
   2. Upon society—education, caste and social customs.
4. Its abolition.
   1. Early discussions and attitude of political parties.
   2. Abolition in Northern States.
   3. Compromises, laws, judicial decisions and events relating to the institution.
      1. Importation of slaves forbidden—1808.
      2. Slave trade declared piracy in 1820.
         - By whom.
         - Circumstances.
      3. Mo. compromise.
         - Time.
         - Causes.
         - Nature.
      4. Admission of Texas.
      5. Wilmont proviso.
      6. Mexican war.
      7. Omnibus bill.
      8. Kan. and Neb. bill.
      9. Kansas troubles.
      10. Dred Scott decision.
   4. Its final abolition.
      1. Time.
      2. Means and methods.
5. Results of its abolition.
   1. Social.
   2. Industrial.
   3. Moral.
   4. Political.
6. References.
   - *Barnes.* A Brief History of the U. S., 50, 172, 193, 196-198, 242.
   - *Bancroft.* History of the U. S. of America. See index Vol. VI.
   - *Johnston.* History of the U. S. See index.
   - *Ridpath.* History of the U. S., 63, 158, 266, 291, 296, 304, 320.
   - *Lossing.* Harper's Cyclopædia of U. S. History.
   - *Thalheimer.* Eclectic History of the U. S. See index.
   - *McMaster.* History of the People of the U. S. See index.
   - *Lodge.* A Short History of the English Colonies in America. See index.
   - *Doyle.* English Colonies in America.
   - *Eggleston.* A History of the U. S. and Its People. See index.

Nothing is more certainly written in the Book of Fate, than that this people shall be free.—Thomas Jefferson.

LESSON LII.

HARRISON AND TYLER'S ADMINISTRATION.

1. Time.
   1. Harrison.
   2. Tyler.
2. Their party and on what issue elected.
3. Harrison's characteristics, influence, presidential campaign, &c.
4. Growth and prosperity of the country.
   1. States admitted.
   2. Important inventions.
   3. Internal improvements.
   4. Financial—United States bank.
5. Domestic difficulties.
   1. Dorr's rebellion.
      1. Time.
      2. Causes.
      3. Results.
   2. Anti-rent troubles.
      1. Where occurred.
      2. Causes and events.
      3. How settled.
6. Foreign affairs.
   1. The annexation of Texas.
   2. North-west boundary.
      1. Location.
      2. How, when and by whom settled?
7. Causes leading to the defeat of the whig party at the close of one term.

LESSON LIII.

THE MEXICAN WAR.

1. Time ..... to .....
2. Causes.
3. Circumstances.
   1. The political party in power.
   2. The attitude of the two political parties in regard to the war.
4. Important events.
   1. The Battle of Buena Vista.
      1. Time and place.
      2. Leading generals.
      3. Events.
      4. Results.
   2. Other noted events.
5. Leading United States generals engaged.
6. The Treaty of Peace.
   1. Time and place.
   2. Terms.
7. References.
   - *Barnes.* A Brief History of the U. S., 185-190.
   - *Lossing.* Outline History of the U. S., 298-305.
   - *Ridpath.* History of the U. S
   - *Eggleston.* A History of the United States and Its People, 278-287.

LESSON LIV.

CALIFORNIA.

1. Position.
   1. As to parallell 36° 30'—Missouri compromise.
   2. As accessible to settlers.
2. Physical features.
3. When and how obtained by the United States.
4. Settlement.
   1. Causes of its rapid settlement.
   2. Incidents and adventures connected with its early settlement.
   3. Settlers.
      1. Nationality.
      2. Characteristics.
      3. Object.
5. Admission as a State.
   1. Time—in whose administration admitted.
   2. Party feeling and a hot debat in congress.
   3. Conditions of admission—Omnibuss Bill.
6. Growth and prosperity.
   1. Industries.
   2. Products.
   3. Schools.

LESSON LV.

WEBSTER, CLAY AND CALHOUN.—Compared.

1. Term of life.
   1. Webster ..... to .....
   2. Clay ..... to .....
   3. Calhoun ..... to .....
2. Parentage, as to social religious and political standing.
   1. Webster.
   2. Clay.
   3. Calhoun.
3. Education, early employment and associations.
   1. Webster.
   2. Clay.
   3. Calhoun.
4. Their political notions.
   1. Webster.
   2. Clay.
   3. Calhoun.
5. Their homes and home occupations.
   1. Webster.
   2. Clay.
   3. Calhoun.
6. Their positions in regard to the institution of slavery.
   1. Webster.
   2. Clay.
   3. Calhoun.
7. Their abilities and characteristics.
8. References.
   - *Barnes.* A Brief History of the U. S., 172, 173, 176, 184, 192, 193.
   - *Johnston.* History of the U. S., 227-228.
   - *Lossing.* Harper's Cyclopædia of U. S. History.
   - *Lossing.* Eminent Americans.
   - *Eggleston.* A History of the U. S. and Its People, 267-269.

LESSON LVI.

PIERCE'S ADMINISTRATION.

1. Time—1853 to 1857—fourteenth president.
2. Parties and issues at the time of Piece's election.
3. The Kansas and Nebraska bill.
   1. Circumstances leading to its introduction.
   2. Nature of the bill.
   3. Its originator.
   4. Its effects.
4. Border warfare.
   1. Time and place.
   2. Causes.
   3. Parties engaged.
   4. Nature and events of the war.
   5. Effects upon the political sentiments of the country.
5. The Gadsden purchase.
   1. Causes leading to the purchase.
   2. Territory obtained.
   3. Cost.
6. Treaty with Japan.
   1. When and by whom negotiat d.
   2. Advantages gained to the United States.
7. Presidential election.
   1. Issues and parties.
   2. Successful party.

LESSON LVII.

BUCHANAN'S ADMINISTRATION.

1. Political notions of the President and upon what issue elected.
2. The Dred Scott decision.
   1. Circumstances.
   2. Its nature and construction
   3. By whom given.
   4. Results.
3 The fugitive slave law.
   1. When and by whom passed.
   2. Its nature and construction.
   3. Difficulties in the way of its enforcement.
   4. Incidents and adventures in connection with efforts to enforce it.
4. "The underground railroad."
   1. Definition.
   2. The routes.
   3. Operation and operators.
   4. Its influence upon the political sentiment of the country.
5. "Personal liberty" bills.
   1. Definition.
   2. Their influence upon political sentiment.
6. John Brown.
   1. His life and adventures in Kansas.
   2. His raid.
7. Growth and prosperity of the country.
   1. States admitted.
   2. Industries.
8. Presidential election.
   1. Disintegration of parties.
   2. The issue.
   3. The vote.

LESSON LVIII.

ABRAHAM LINCOLN.

1. Time and place of birth.
2. His parents, early home, home associations, &c.
3. His education and early employment.
4. His legal education—circumstances and incidents of.
5. His political notions and first political achievements.
6. His nomination and election to the presidency.
7. His journey to the capital—incidents of.
8. His administration.
   1. Time ..... to .....
   2. His policy and cabinet.
   3. Incidents and events of.
9. Some of the most important acts and events of his life.
10. His death.
    1. Time, place and circumstances.
    2. Results of, his grave, &c.
11. References.
    - *Lossing.* Eminent Americans.
    - *Lossing.* Harper's Cyclopædia of U. S. History.
    - Century Magazine, Vol. XXXII, 861—
    - *Barnes.* History of the U. S., 197, 215, 242, 275.

LESSON LIX.

THE CIVIL WAR.

1. Time ..... to .....
2. Parties engaged.
   1. As to population and resources.
      1. The North.
      2. The South.
   2. As to other advantages or disadvantages.
      1. The North.
      2. The South.
3. Causes.
   1. Remote.
   2. Direct.
4. Attitude of the political parties toward the war.
5. The Emancipation Proclamation.
   1. When and by whom issued.
   2. Its nature and purpose.
6. Results.
   1. Financial.
      1. In the North.
      2. In the South.
   2. Moral.
   3. Political.
      1. Changes in parties.
      2. Issues settled.
   4. Social Changes.
      1. In the North.
      2. In the South.
   5. Industrial changes.
7. References.
   - *Ridpath.* History of the U. S., 303-306.
   - *Eggleston.* A History of the U. S. and Its People, 304-306, 350-356.
   - *Scott.* Harper's School History of U. S. 316-320, 382-384.
   - *Barnes.* A Brief History of the United States.

LESSON LX.

JOHNSON'S ADMINISTRATION.

1. Parentage, education and early life of the President.
2. Circumstances and incidents which placed Johnson in the office of president.
3. Public debt.
   1. Amount.
   2. How disposed of.
4. Reconstruction.
   1. President Johnson's policy.
   2. The policy of congress.
   3. The method persued.
5. The thirteenth amendment.
   1. When and how passed.
   2. Nature and purpose.
6. The fourteenth amendment.
   1. When adopted.
   2. Nature and purpose.
7. Foreign affairs.
   1. Purchase of Alaska.
      1. When and by whom purchased.
      2. Price paid.
   2. Treaty with China.
      1. Time and by whom negotiated.
      2. Nature and purpose.
8. Growth and prosperity of the country.
   1. New states admitted.
   2. The Atlantic cable.
      1. To whose energy due.
      2. Length and location.
      3. Attempts and failures.
      4. Success secured.

LESSON LXI.

GRANT'S ADMINISTRATION.

1. Life and leading characteristics of Grant.
2. Grant's Indian policy.
   1. Its nature.
   2. Its success.
3. Growth and prosperity of the country.
   1. The pacific railroad.
      1. The route, &c.
      2. Time and incidents of its construction.
      3. Its influence upon trade and emigration, &c.
   2. The revival of trade.
   3. Railroad panic.
      1. Time.
      2. Causes.
4. The fifteenth amendment.
   1. When adopted.
   2. Nature.
5. The Alabama Claims.
   1. Circumstances and nature of.
   2. How settled.
6. Grant's election to the second term.
   1. Parties and issues.
   2. The vote.
7. The Centennial exhibition.
   1. Time and place.
   2. Nature and success.
8. Presidential election at close of second term.
   1. Parties.
   2. Issues.

LESSON LXII.

THE TERRITORY OF THE UNITED STATES.

1. Extent, shape and position.
2. As acquired.
   - First part.
     1. Shape, extent and position.
     2. How, when and from whom obtained
     3. Cost.
   - Second part.—Louisiana.
     1. Extent and position.
     2. How, when and from whom obtained.
     3. Cost.
   - Third part.—Florida.
     1. Extent and position.
     2. How, when and from whom obtained.
     3. Cost.
   - Fourth part.—Texas.
     1. Extent and position.
     2. How, when and from whom obtained.
     3. Cost.
   - Fifth part.—California.
     1. Extent and position.
     2. How, when and from whom obtained.
     3. Cost.
   - Sixth part.—Gadsden purchase.
     1. Extent and position.
     2. How, when and from whom obtained.
     3. Cost.
   - Seventh part—Alaska.
     1. How, when and from whom obtained.
     2. Cost.
3. References.
   - *Ridpath.* History of the U. S., 227, 242, 281, 288, 295, 341, 346.
   - Mac Coun's Historical Geography of the U. S.
   - *Lossing.* Harper's Cyclopœdia of U. S. History. See Oregon.

LESSON LXIII.

The Leading Political Parties of the United States.

1. Name.
   1. Federalist—Whig—American or Know-Nothing—Republican.
   2. Anti-federalist—Republican—Democrat.
2. Origin.
   1. Time.
   2. Causes.
   3. First prominent leaders.
      1. Federalist, &c.
      2. Anti-federalist, &c.
3. The foundation principles of each party.
   1. Federalist, &c.
   2. Anti-federalist, &c.
4. The issues defended by each party respectively.
   1. Federalist, &c.
   2. Anti-federalist, &c.
5. The presidents of each party.
   1. Federalist, &c.
   2. Anti-federalist, &c.
6. The present issues between the parties.
7. References.
   - *Barnes.* History of the U. S., 143, 153, 155, 159, 171, 173, 174, 178, 180, 184. 191, 193, 195, 197, 290, 293, 299.
   - *Lossing.* Outline History of the U. S., 231, 243, 247, 285, 292, 319.
   - *Lossing.* Cyclopædia of U. S. History, Vol. I, 36, 380, 471. Vol. II, 1199. See American Party, Democratic Convention, Federalist and Republican.

LESSON LXIV.

THE RAILROAD.

1. Mode of travel at the time of its introduction.
2. The first steam R. R. in the U. S
   - 1. Where, when and by whom built?
   - 2. The first train.
     - 1. Description of.
     - 2. Speed, capacity, &c.
   - 3. How regarded by the public.
3. Growth of R. R. Companies and systems.
   - 1. Influences favoring.
     - 1. public grants.
     - 2. Commercial influences
   - 2. Inventions and improvements.
     - 1. Construction of roads.
     - 2. Cars, sleepers, &c.
     - 3. Provisions fore safety.
   - 3. Leading R. R. men.
   - 4. The Central Pacific R. R.
     - 1. Time and incidents of its completion.
     - 2. Length, location, &c.
     - 3. Its history.
       - 1. Organization of Co.
       - 2. Grants, &c.
4. Influence of
   - 1. On traffic, location and growth of cities, &c.
   - 2. On the development of the country.
   - 3. On thought, customs, prejudices, &c.

LESSON LXV.

THE TELEGRAPH.

1. Inirodcution.
   - 1. The first line in the U. S.
     - 1. Where, when and by whom built.
     - 2. History of.
       - 1. Circumstances and incidents.
       - 2. Efforts of the inventor, &c.
       - 3. National appropriation, &c.
   - 2. The first telegram, by whom sent, &c.
2. The Atlantic Cable.
   - 1. Location, extention, description of, &c.
   - 2. Originator and layer of.
   - 3. History of—plans, efforts, failures and achievements.
   - 4. When completed the first message, &c.
   - 5. Its use and influenee.
3. The telegraphic system at present.
   - 1. Extent of wires, uses, &c.
   - 2. The improved methods of sending and receiving.
4. Influence of.
5. Ref.
   - *H. A Smith.* One Hundred Famous Americans, 16-22.
   - *Thalheimer.* Eclectic History of the U. S., 250, 347.
   - *Eggleston.* History of the U. S. and Its People, 273-274.
   - *Johnsoon.* History of the U. S., 243, 244, 406.
   - *Taylor.* Model School History, 218-220, 241, 271-272.

"*Space mocked and time outrun.*"

CHRONOLOGICAL CHART—U. S. HISTORY.

	1500		1600	1700	1800
Social and Political.			7. Jamestown colony.		89. The Federal Government.
Moral and Religious.			36. Roger Williams.		
Science and Art.					7. Robert Fulton.
Education & Literat'e					87. Section sixteen given for Education.

As a part of the work in review let each member of the class prepare a chart on the above plan.

The size of the chart may be varied according to the space given to a century. Five feet by two feet is a convenient size. The students should record on the chart only those subjects which they have studied.

The grade of the chart work should be measured, 1. by the number of subjects or topics recorded, 2. by the accuracy of the record, 3. by the importance which the recorded matter holds in the subject-matter of history, 4. The general neatness and accuracy of the chart.

☞ See Mac Coun's Historical Geography of the United States.

INDEX.

OUTLINES OF HISTORY.

Alexander, the Great, 34.
Alexandria, 35
Alaric, 45.
Alfred the Great, 51.
Angles, 51.
Armada, defeat of 58.
Asshur-banipal, 24.
Arc, Joan of 54.
Athens, 31.
Augustus Cæsar, 41.
Babel, tower of 22.
Babylon, 24.
Bartholemew's day, Massacre, 61
Belshazzer, feast of 26.
Britain, Conquest of by the Angles and Saxons, 51.
Cæsar, Julius, 39.
Cæsar, Augustus, 41.
Captivity of the Jews, 25.
Cambyses, 28.
Carthage, 35.
Cato, the Censor, 38.
Charlemagne, 48.
Chivalry, 49.
Children's Crusade, 50.
Charles I., of Spain, V., of Germany, 57.
Clovis, 47.
Columbus, Christopher, 55.
Colosseum, 43.
Constantine the Great, 44.
Crusades, 49.
Cromwell, Oliver, 64.
Cyrus the Great, 27.
Euphrates river, 21.
Egypt, civilization of 27.
England, conquest of 52.
Elizabeth, Queen, 60.
Feudalism, 47.
Ferdinand, 55.
Frederick William, I., 66.
Fredersck, II., the Great, 67.
French Revolution, 65.
Francis, I., of France, 57.
Gama, Vasco da, 56.
Greec , Geography of 29.
Grece, Games of 30.
Greece, civilization of 33.
Gregory,I., Pope, 45.
Gustavus Adolphus, 63.
Hannibal, 36.
Henry, VIII., 57.
Hundred Years War, 52.
Italy, 36.
Isabella of Castile, 55.
Inquisition, 61.
Jerusalem, 25.
Jerusalem, Siege of 40.
James, I. of England, 62.
Joan of Arc, 54.
Leyden, siege of 62.
Luther, Martin, 53.
Louis, XIV., of France, 64.
Marius, 38.
Mohammed, 46.
Massacre of St. Bartholemew, 61.
Navigation, 69.
Nantes, Edict of 64.
Napoleon Bonaparte, 68.
Netherlands, 60.
Nebuchadnezzar, dream of 26.
Nineveh, 23.
Nile, valley of 28.
Normandy, 50.
Normans, 52.
Olympic Games, 30.
Orange, William of 59.
Pericles, 32.
Peloponesian War, 34.
Peter the Great, 66.
Plebeians, 37.
Pompey the Great, 39.
Printing, art of 54.
Pyramids of Egypt, 23.
Railroads. 69.
Revolution in France, 65.
Richelien, Cardinal, 53.
Rome, 37.
Saxons, 51.
Sparta, 30.

Steam Navigation, 69.
Steam, Railroads, 69.
Tetzel, 58.
Tigris River, 22.
Theodocius the Great, 44.
Tours, battle of 48.
Triumvirate, first, 41.
Vespasian, 43.
William of Orange, 59.
Washington, George, 67.
Xerxes, 29.

HISTORY OF THE UNITED STATES.

Adams, John, administration of 106
Adams, John Q., adminstration of 107.
Bacon's Rebellion, 94.
Berkley, Sir William, 85.
Cabot, Sebastian, 81.
Cartier, James, 79.
Carolina, 95.
Calhoun, John C., 111.
Champlain, Samuel de, 80.
California, 111.
Charles, II., of England, 93
Clay, Henry, 111.
Columbus, Christopher, 77.
Cortez, 78.
Connecticut, 89.
Colonial Civilization, 99.
Cromwell, Oliver, 87.
Delaware, 92.
Democratic party, 115.
Drake, Sir Francis, 83.
Franklin, Benjamin, 101.
Federal Government, 105.
Federalist, 115.
Georgia, 97.
Grant, U. S., administration of 114.
Hudson, Henry, 83.
Harrison, William Henry, administration of 110.
Jamestown Colony, 84-85.
Jackson, administration of 108.
Jefferson, Thomas, 104.
Johnson, Andrew, administration of 114.
Kansas and Nebraska Bill, 109.
Lincoln, Abraham, 113.
Marquett, James, 80.
Massachusetts-Bay Colony, 86-88.
Maryland, 94.
Maine, 97.
Monroe, James, administration of 107.
Mexican War, 110.
Missouri Compromise, 109.
New York, 90.
New Jersey, 91.
New Hampshire, 97
North America, 75
Norsemen, 81.
North Carolina, 96.
Omnibus Bill, 109.
Penn, William, 91.
Pennsylvania, 92.
Pizarro, Francisco, 78.
Pilgrim Fathers, 82.
Plymouth Colony, 86.
Railroads, 116.
Red Men, 76.
Religious Persecutions, 89.
Republican party, 115.
Rhode Island, 89.
Slavery in the United States, 109.
Smith, Capt. John, 84.
Soto Ferdinand De, 79.
South Carolina, 96.
Telegraph, 116.
Territorial growth, 115.
Tyler's Administration, 110.
United States, 76.
Van Buren's Administration, 108.
Williams, Roger, 88.
War, King William's, 98.
War, Queen Anne's, 98.
War, King George's, 98.
War, French and Indian, 100.
War, Revolutionary, 101, 102, 103.
War of 1812, 106.
War with Mexico, 110.
War, Civil, 113.
Washington, George, administration of, 105.
Webster, Daniel, 111.
Whig party, 115.

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